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ABSTRACT

This final report describes a project to develop postsecondary teacher resource guides for supervisor courses in food service management, preparation and service of modified diets, and meal service in long-term care facilities in Iowa. Introductory material includes the following: project objective, a description of how the objective was met, the audience served, a list of reviewers who reviewed early copies of the guides, a statement of perceived benefits of the guides, and a recommendation that resource guides be developed for other courses in food service. The guide on meal services contains instructional units on food habits, gracious meal service, meal service adaptations, attractive tray presentation, food textures, tools of service, nourishment service, work simplification, and communication. The guide on food service management contains the following instructional units: organization; policies, procedures, and rules; job analysis, job description, and job specification; recruiting and selecting employees; performance evaluation; work simplification; safety programs; quality control; cost control; communication; leadership; motivation; delegation; decision making; conflict management; discipline, grievances, and labor unions; time management; and stress management. The guide on preparation and service of modified diets includes instructional units on the following: normal nutrition and routine diets, modifications in consistency, diabetic and calorie-controlled diets, low fat and low cholesterol diets, and care plans. In addition to objectives, suggested learning activities, and recommended audiovisual materials, the guides contain end-of-course objective tests. (CML)

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Title of Project: Instructor Guides for Training Food Service Supervisors in Long Term Care Facilities

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B. Report Body

1. Objective of the Project

To develop teacher resource guides for Food Service Management, Preparation and Service of Modified Diets and Meal Service to supplement the texts used by the area community colleges to train Food Service Supervisors in long term care facilities.

2. Procedures

A. A memo was sent to all Home Economics coordinators and instructors of the Food Service Supervisors in Long Term Care Facilities to elicit:
   a. Suggestions for format of the teacher resource guides.
   b. Copies of lesson plans
   c. Learning activities
   d. Resources

This information was compiled and several teacher guides were reviewed for format. These included the following:

Child Nutrition Programs Division, Iowa School Food Service Course, Iowa Department of Public Instruction, 1980.

Cooperative Extension Service and Iowa State University, Food Production Training Program, Iowa State University, Ames, Iowa; 1975.

Knickrehm, M.; A Curriculum for School Food Service and Health Care Food Service Managers, Southeast Community College, Lincoln, Nebraska; 1984.

Nutrition and Dietary Management Division, Unified Program for Training Food Service Employees, Iowa State Department of Health, Des Moines, Iowa

Orr, Manott, et al; Introduction to Consumer-Based Nutrition, Iowa State Press, 1989.

B. The Iowa Dietetic Association Publication Committee identified and contracted with authors to write the teacher guides. Information and suggestions provided by the advisory committee, teachers and Home Economics coordinators were forwarded to the authors. The authors are:

Meal Service - Carlene Russell, MS, RD, LD
Food Service Management -
Shirley Gilmore, Ph.D., RD, LD

Preparation and Service of Modified Diets,
- Ann K. Blocker, RD, LD
- Bonnie Moeller, RD, LD

C. A review committee composed of Food Service Supervisors in long term care facilities instructors reviewed copies of the manuscripts to make recommendations. The review committee included:
- Angela Smith, RD, LD, Charles City, Iowa
- Carolyn Lyman, RD, LD, Greenfield, Iowa
- Anne Shaner, RD, LD, Sioux City, Iowa
- Sylvia Casterton, RD, LD, Readlyn, Iowa and
- Nancy Schnack, MS, RD, LD, Durant, Iowa (Reviewed only the Preparation and Service of Modified Diets Guide)

D. Review comments and suggestions were forwarded to the authors. The authors made the appropriate corrections and sent the final drafts to Bonnie Moeller, Project Director.

E. The Project Director edited the copies, corrections were made, and the thirty-five copies were printed and inserted into binders. The final drafts are stored on computer discs, in Word Perfect. Two copies were delivered to each community college Home Economics coordinator and one to Mary Peterson, Consultant, Department of Education.

3. Audience: The guides were written for the Food Service of Long Term Care Facilities instructors and the Home Economics coordinators of the Area Community Colleges, which directly involves about 35 females, but indirectly affect all of those enrolled in the training for Food Service Supervisors in Long Term Care Facilities.

4. A. Curriculum Modification:
An instructor resource guide was developed for Food Service Management, Preparation and Service of Modified Diets and Meal Service courses in the Food Service Supervisors in Long Term Care Facilities. The Instructor's Resource Guides include:
- Instructional objectives
- Suggested learning activities
- Learning resources (instructor/students)
- Transparency masters
- Handouts
- Student assessment/evaluations
- Suggestions for the use of the guide
- Facilities and organization of the classes

5. Males, as well as females, are enrolled in the Food Service courses. Care was taken in the writing of the curriculum guide to avoid the use of male/female gender. Case studies involve males and females.

6. Four experienced instructors of the Food Service Supervisors in Long Term Care Facilities reviewed copies of the manuscripts to make recommendations. The review committee included:
- Angela Smith, RD, LD; Charles City, Iowa
- Carolyn Lyman, RD, LD; Greenfield, Iowa
- Anne Shaner, RD, LD; Sioux City, Iowa
- Sylvia Casterton, RD, LD; Readlyn, Iowa
  and
- Nancy Schnack, MS, RD, LD; Durant, Iowa
  (Reviewed only the Preparation and Service of Modified Diets Guide.)

The reviewers' comments and suggestions were forwarded to the authors. The authors made the appropriate changes.

7. The Teacher Resource Guides were developed, copied, and distributed as proposed.

8. The Home Economics coordinators expressed their appreciation when the Teacher Resource Guides were delivered to the June 28, 1991 meeting.

Nancy Schnack, MS, RD, LD used a rough draft of the Preparation and Service of Modified Diets Guide to teach this class for the first time. She found the

guide to be extremely helpful. It not only saved time in her planning and preparation, but it allowed her to instruct the course within the same breadth and depth as the district's more experienced instructor.

9. At this point in time no one has had an opportunity to use the completed Teacher Resource Guides. However, it is anticipated that the Teacher Resource Guides will improve the quality, as well as uniformity, of the long term health care facilities' courses throughout the State.

10. The Teacher Resource Guide includes only three of the six courses required for Food Service Supervisors of Long Term Care Facilities. The courses without Teacher Resource Guides are Food Service Sanitation and Safety, Food Preparation Principles, and Food Production Laboratory. The development of Teacher Resource Guides for Food Service Supervisors of Long Term Care Facilities for Food Service Sanitation and Safety, Food Preparation Principles and Food Production Laboratory would also improve the quality, as well as the uniformity, of these courses throughout the State.

INSTRUCTOR'S GUIDES

MEAL SERVICE

FOOD SERVICE MANAGEMENT

PREPARATION AND SERVICE OF MODIFIED DIETS

INTRODUCTION

The purpose of this project has been to develop consistent formats for training food service employees as part of the 90-hour Food Service Supervisor program.

Instructor guides, visuals, and other hand-out materials to be used in the teaching programs have been developed. Three course guides have been developed. These are (1) **Meal Service,** (2) **Food Service Management,** and (3) **Modified Diets**.

The development, preparation, and printing of these materials has been funded by a grant from the Iowa Department of Education. The project was coordinated by Eastern Iowa Community College District and the Publications Committee of the Iowa Dietetic Association, Bonnie Moeller, Chairperson.

All materials were reviewed by registered and licensed dietitians who are or have taught parts of the 90-hour Food Service Supervisor programs in area community colleges in Iowa. The reviewers were Sylvia Casterton, Carolyn Lynam, Anne Shaner, and Angela Smith.

Instructor's Guide To

MEAL SERVICE COURSE

Prepared by

Carlene Russell, M.S., R.D., L.D.

For use with
Meal Service Study Course
1991

Iowa Dietetic Association
prepared by
Monica Lursen, R.D., L.D.

&

Carlene Russell, M.S., R.D., L.D.

June 1991

PREFACE

This instructor's guide has been designed to complement the text, Meal Service Study Course, and facilitate instruction in the classroom.

The regulations for long-term care facilities have undergone major change. The emphasis has been placed on providing quality care and the residents' right to receive quality care. Food service departments have responsibilities in providing quality care. This guide makes numerous references to the regulations as found in the Interpretive Guideline. These references are not complete, therefore, the instructor needs to become familiar with the regulations. Application of regulations to real life examples will enhance the learning and retention by the student.

Most of the students in this course will be adults. Some unique characteristics of adult students include:

* Adults need to know why it is important to learn specific information.

* Feelings of success in adult learning are essential. Many adults are insecure and fearful because of negative experiences in earlier schooling.

* Active rather than passive participation in the learning activity enhances learning.

* Older adults' learning performances are especially affected by environmental factors (i.e., tension, pressure, fatigue, poor health, family problems).

* Meaningful material and tasks are more easily learned and longer remembered. To maximize learning, information should be presented in some organized fashion. The starting point for organizing a body of material for adults is related to the adults' past experiences and knowledge.

Often the teacher of adults functions most appropriately as a resource person who views the learning situation as a cooperative endeavor.

Each chapter includes instructional objectives, suggested learning activities, learning resources, suggested assessment, and masters for transparencies. The suggested learning activities are matched with the learning objective by number. For example learning objective 1, can be matched with activities 1.1, 1.2, 1.3, etc.

The instructor is advised to review the instructor guide in it's entirety to identify activities to be assigned prior to class session. Completion of the prior assignment will allow the student to collect data from student's facility and make the lesson more meaningful.

It is recommended that the class be scheduled for four separate sessions of three hours each. This will allow the students adequate time to complete the activities and data collecting suggested in the text.

The time frame for the course is 12 classroom hours. The individual lessons vary from one to one and a half hours each. The students are asked to do several activities in their facility.

The Meal Service Course is designed to provide food service workers with the knowledge and understanding of the elements of meal service so that the quality of life for residents will be maximized in the extent possible related to meal service. Therefore, it is important that the students learn and are able to apply this knowledge to benefit the residents they provide care to. Measurement of this knowledge is through an evaluation process. The evaluation of the course is formative evaluation of each lesson. This includes both formal, using objective questions and short essay; and informal, using activities and discussion. A set of final review questions are included in this guide. It is recommended that this be given as a closed book test at the conclusion of the course to evaluate learning. This is not a standardized test. The instructor is encouraged to work with Community College Home Economics Coordinator to establish criteria for successful completion of the test (i.e., 75%).

No doubt you have many good ideas that enhance your teaching of Meal Service. I would be grateful to hear from you about them.

Carlene Russell, M.S., R.D., L.D.

Notes:

1. Special thanks to Linda Hopper and Anne Kriener Blocker for contributions and review.
2. Reference: Darkenwald, G. and S. Merriam. (1982). Adult Education: Foundations of Practice. Harper and Row Publishers, New York.

CHAPTER 1: FOOD HABITS

INSTRUCTIONAL OBJECTIVE

Student will:

1. Identify a meal/food associated with a pleasant experience in their life.
2. Identify factors that influence an individual's selection of food.
3. Recognize the need for honoring food preferences of residents of health care facilities.

SUGGESTED LEARNING ACTIVITIES

Introduction

Summarize introduction and goals of this chapter.

1.1 Food Habits, Activity 1 of the Meal Service Study Guide. Verbally give instructions. Have several students share their feeling.

1.2 Food Habits, Activity 2.

1.3 Have students who did not participant in previous discussion, share their feelings associated with these foods.

2.1 Food Habits, Activity 4. Ask students to share several food likes and dislikes and why they have these feelings.

2.2 Discuss area ethnic groups, i.e., Norwegian, German, Hispanic, Jewish, Greek, Oriental. Discuss unique features of their family meals and mealtimes. Have students identify ethnic groups prevalent in their communities and how this has influenced the eating habits of the residents in their facilities.

3.1 Discuss regulations regarding serving culturally accepted foods and times meals are served. The following are several items covered by the regulations. This is not an inclusive list:

- Residents who refuse food are offered substitute of similar nutritive value.
- Residents have input in mealtimes (Example: A resident who wishes to sleep late may have the option of a continental breakfast).
- Snacks are offered at bedtime daily.
- Dining areas must be well lighted, ventilated, and be adequately furnished.
- Resident has a right to (F215) to make choices about aspects of his/her life in the facility that are significant to the resident. (NOTE: Facility must adjust to the resident rather than the resident adjust to facility).

3.2 Identify ways that ethnic foods can be provided, i.e., food items incorporated on cycle menu or special dining program coordinated with the activity department featuring a different ethnic group each month.

3.3 Have students read Chapter 1. Assign prior to class if time is limited.

3.4 Food Habits, Activity 6. Additional factors included: (These can be written on transparency during class discussion. First ask students to volunteer factors.)

Emotional/Social	Cultural	Medical	Availability
entertaining	home influence	medical advice	vending machines
hospitality	religion	therapeutic diet	convenience foods
companionship	emotions	home remedies	distribution
nutrition educ.	prestige	will to live	(fresh produce
buying skills	security	physical handicap	year round)
	eating pattern		

Reiterate the fact that in a nursing facility, choices are limited. Discuss regulations related to food availability.

3.5 Food Habits, Activity 8. First discuss this in class, inviting several students to give an example of what happens when a resident refuses to follow a diet in their facility. Have each student discuss this issue with the dietitian in their facility. Food service workers need to understand their facility policy and what is expected of them in negotiating dietary compliance with a resident.

3.6 Food Habits, Activity 7 is to be completed prior to next class and discussed before starting Chapter 2. Encourage students to obtain approval of supervisor prior to resident interview. Consider having them ask additional questions such as: Can you eat other than during scheduled mealtimes? With whom do you eat? Is that your choice? Does anyone come from the kitchen to find out your food preferences? Do you get enough to eat?

Conclusion

View "Back To The Table"
Complete Food Habits evaluation

LEARNING RESOURCES

Student:

1. Meal Service Study Course, 2nd edition. Lesson 1.
2. An alert and orientated resident of a health care facility for the student to interview. Preferably, this would be a resident who is familiar to the student.

Instructor:

1. Meal Service Study Course, 2nd edition.
2. Public Law 100-203, Omnibus Reconciliation Act of 1987, Subtitle C: Nursing Home Reform. OBRA Interpretive Guidelines can be purchased from National Technical Information Service, Springfield, VA 22161. Phone 1-800-336-4700.

3. Questions regarding the Interpretive Guidelines for OBRA can be directed to the Department of Inspections and Appeals, Lucas State Office Building, Des Moines, IA 50319-0075.
4. "Back To The Table" videotape, (1986) by Suzanne Perket; 210 Monroe, Charleston, IL 61920. Phone 1-217-345-8608. Approximate cost $100.
5. "Age Related Vision and Hearing Changes" slide/tape program #05001 is available for rental, $23.00 for a three-day show period. Phone 1-800-999-0924, University Library, Ann Arbor, MI 48109.

OPTIONAL:

Free publication from the National Institute on Aging: NIA Information Center, Silver Spring, MD 20910. (Various topics on aging and nutrition).

"Compassion I Suppose," slide/tape program available for loan from local Ross Laboratories representative.

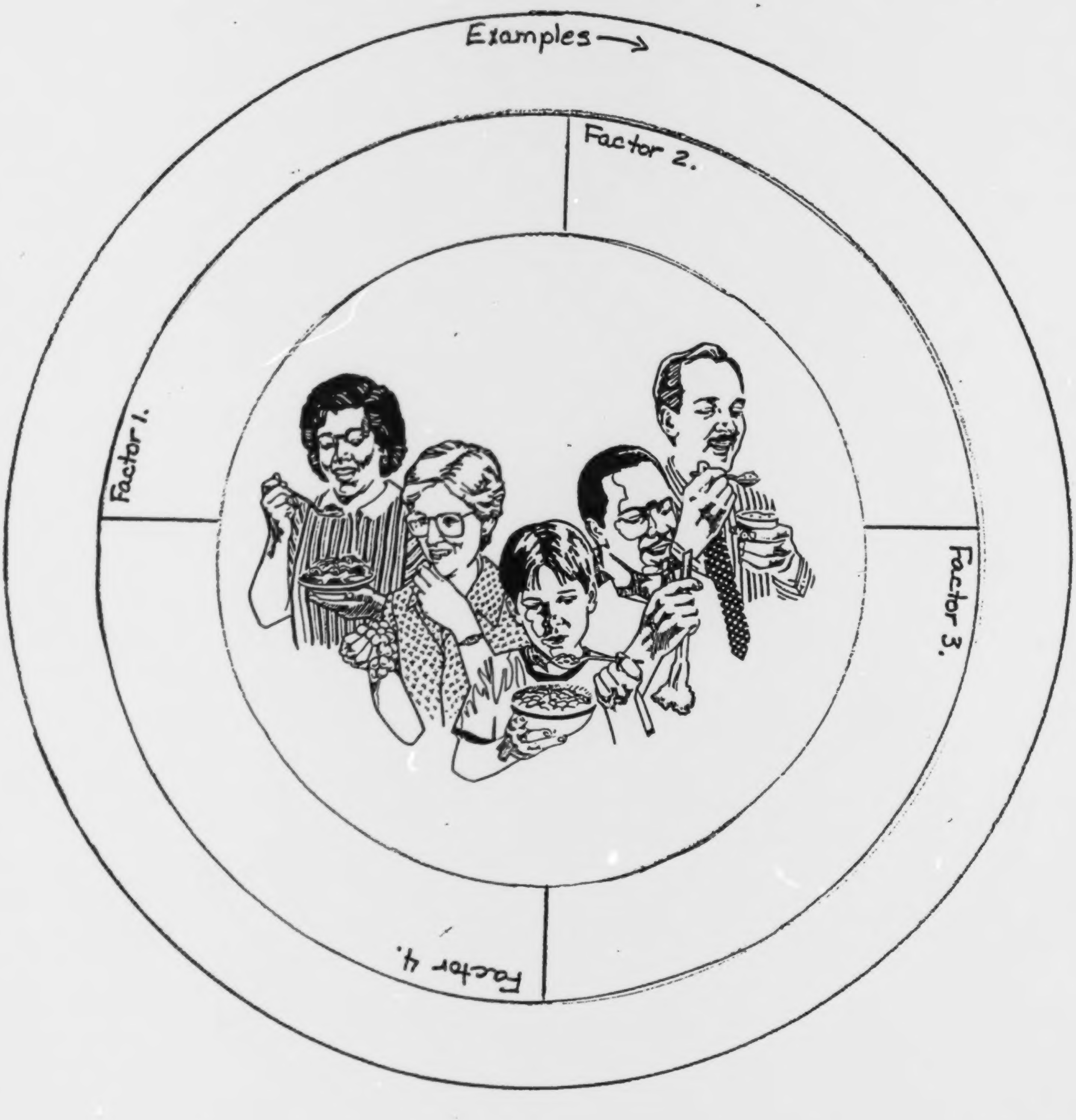
SUGGESTED ASSESSMENT

The student will identify factors that influence food selection by:

1. Listing four factors influencing food selection.
2. Explaining importance of two of these factors.

The student will recognize the need for honoring food preferences of residents by:

1. Identifying their own food preferences.
2. Discussing regulations
3. Identifying food preferences of one resident in a nursing facility.
4. Identifying reasons for honoring food preferences.
5. Explaining two ways their facility is able to honor food preferences.


Examples →
Factor 1.
Factor 2.
Factor 3.
Factor 4.

Factors Influencing Food Habits

CHAPTER 2: GRACIOUS MEAL SERVICE

INSTRUCTIONAL OBJECTIVE

Student will:

1. Identify advantages and disadvantages of different food service systems.
2. Plan and implement an attractive dining experience through use of surroundings, dinnerware and service.

SUGGESTED LEARNING ACTIVITIES

Introduction

Divide the class into groups of three or four. Give each group pictures of two restaurants: a fast-food type and an elegant dining establishment. Have the students discuss a typical meal served and the atmosphere one might find at each restaurant. The discussion might include personal experiences at a fine restaurant. Discuss the effect of serving the fast food meal in the elegant dining room and serving the elegant meal in the fast food restaurant. NOTE: Students may be more willing to discuss in small groups of three or four.

1.1. Have students read chapter 2 prior to class.

1.2. Have students complete Gracious Meal Service Activity 1 prior to next meeting.

1.3. Discuss factors influencing the selection of a food service delivery system.

1.4. Transparency "Centralized Service". Identify advantages and disadvantages. Encourage students who have experience working with this system contribute to this identification process.

1.5. Transparency "Decentralized Service". Discuss advantages and disadvantages. Have students discuss what system they would prefer and why. Gracious Meal Service Activities 2.

1.6. Pass around pictures or samples of food temperature maintenance systems, i.e., insulated trays, unitized pellet system, hot and cold carts, split carts. Have students discuss procedures used in their facilities for maintaining food temperatures. Check if the students' facilities are recording food temperatures to ensure that residents are receiving food above 140 degrees and below 45 degrees.

2.1. Have one student demonstrate a place setting. This demonstration can be with real dishes, etc. or flannel board pictures. Discuss problems encountered that may interfere with the use of this place setting in the students' facilities. Consider Gracious Meal Service Activity 6.

2.2 Activity 5 or develop a poster demonstrating correct place setting for the dining room table and tray service.

Conclusion

Discuss Gracious Meal Service, Activity 3.
Allow students time to complete Gracious Meal Service Evaluation.

LEARNING RESOURCES

Student:

1. Meal Service Study Course Chapter 2.

Instructor:

1. Meal Service Study Course Chapter 2.
2. Pictures of a fast-food restaurant and elegant dining establishment.
3. Pictures of food maintenance systems or samples of insulated dishes, trays or pellets. Check with food service equipment suppliers for samples.
4. Transparencies:
   - Centralized Service
   - Decentralized Service
5. Plates, silver, glasses etc., for demonstrating table setting or flannel board with flannel place settings.

SUGGESTED ASSESSMENT

Student will identify advantages and disadvantages of different food service systems by:

1. Identifying two objectives of food service delivery systems.
2. Defining the characteristics of a conventional system.
3. Defining rethermalization.

Student will plan and implement an attractive dining experience through use of surroundings, dinnerware and service by:

1. Explaining considerations for linen, dinnerware, environment and service.
2. Demonstrating proper technique for setting stable.
3. Identifying proper techniques for serving a table.
4. Participating in discussions on the effect of environment on perception of food served.

TRANSPARENCY

CENTRALIZED SERVICE

All food is prepared and served in the kitchen

Trays sent out to areas of service:

- nursing unit
- patient room
- dining room

ADVANTAGE	- Requires minimal supervision - Lower financial investment with labor, food, and equipment
DISADVANTAGE	- No resident contact - Tray service lacks personal touch

TRANSPARENCY

DECENTRALIZED SERVICE

Food is sent in bulk to pantry in nursing unit.

Food portioned and sent to patient from nursing unit.

ADVANTAGES	- Maintains food temperature - Direct resident contact - Allows for food substitutions
DISADVANTAGES	- More expensive - Requires more space, equipment and employees - Increases supervision

CHAPTER 3: MEAL SERVICE ADAPTATIONS

INSTRUCTIONAL OBJECTIVES

Student will:

1. Identify environmental adaptations which residents may need to facilitate feeding themselves.
2. Explain the role environmental adaptations can play in enhancing meal service and food intake.

SUGGESTED LEARNING ACTIVITIES

Introduction

Have students participate in the Eating Disability Activity

1.1 View "Feeding is Everybody's Business" slide/tape program. Identify adaptive equipment in the feeding disabilities kit. Display catalogues and discuss procedures for obtaining adaptive equipment. Refer to Chapter 3: Overcoming Dining Impairments.

1.2 Meal Service Adaptation Activity 6. Have students from the same facility work in a group to develop list of residents who would benefit from an adaptive utensil or equipment.

1.3 Discuss role of occupational therapist in meal service. If possible, have an Occupational Therapist visit class and present the adaptive equipment.

1.4 Discuss regulations regarding adaptive equipment. The following information is taken from the Interpretive Guidelines. This is not an inclusive listing, therefore the instructor needs to review this reference for additional guidelines.

F338: The facility must provide special eating equipment and utensils for the residents who need them.

- The facility evaluates residents for need for assistive devices.
- Assistive devices maintain or improve resident's ability to eat independently, for example, improving poor grasp by enlarging silverware handles with foam padding, aiding residents with impaired coordination or tremor by plate guards, or providing postural supports for head, trunk, and arms.
- Assistive devices are in evidence for all resident targeted to receive them.

F272: Each resident must receive and the facility must provide the necessary care and services to attain or maintain the highest practicable physical, mental, and psychosocial well-being, in accordance with the comprehensive assessment and plan of care.

1) A residents ability in activities of daily living do not diminish unless circumstances of the resident's clinical condition demonstrate that diminution was unavoidable. This includes the resident's ability to:

F276: (IV) Eat: Eating means nourishing and hydrating oneself (regardless of skill) once the meal is prepared.)

2.1 View "Our Aging Senses".

2.2 Discuss Chapter 3: Dining Environment emphasizing the physical changes that occur with aging that make these meal service adaptations essential.

2.3 Meal Service Adaptation Activity 2. Notify students prior to this class session to take a picture or locate an already existing picture of the dining room in their facility.

2.4 Have each student bring a copy of the dining room seating arrangement from their facility. Complete Meal Service Adaptation Activity 1. Introduce the following regulations into the discussion of seating arrangements.

The resident has the right to:

F214: Interact with members of the community both inside and outside the facility; and
F215: Make choices about aspects of his or her life in the facility that are significant to the resident.

Are residents asked and how do they respond to "With whom do you eat? Is that your choice?"

2.5 Discuss the importance of consistent seating arrangements. Include the reality orientation function of consistent seating arrangements have in the assisted dining rooms. The "Back To The Table" video illustrates the importance of consistent seating arrangements.

2.6 Discuss physical positioning. Use transparency "Correct Positioning" to help students visualize correct positioning. Maintaining the correct posture/positioning at meal times may be the single most important aspect of promoting independent feeding as well as reducing problems with dysphagia. Use transparency "Normal Swallow" to show how the head must be in an upright position to facilitate the bolus of food down the esophagus and reducing the risk of aspiration. Meal Service Adaptation Activity 4.

2.7 If students in the class work in an ICF-MR facility, view the slide/tape program "That Personal Touch: Nutritional Care of the Developmentally Disabled".

CONCLUSION

Discuss the role of dietary in ensuring residents' needs are met in the area of meal service adaptations.

Allow students time to review Chapter 3 and complete Meal Service Adaptions Evaluation. Suggest adding the following: Explain how adaptations in the dining environment can improve a resident's food intake.

LEARNING RESOURCES

Student:

1. Meal Service Study Course Chapter 3.

Instructor:

1. Meal Service Study Course Chapter 3.
2. "Feeding is Everybody's Business" slide/tape program and Feeding Disability Evaluation Kit. Available for loan from Iowa Consultant Dietitians in Health Care Facilities Education Chairperson or from the Iowa State Library by request made at your local library.
3. Perket, S. (1986) Back To The Table: A Practical Approach to Long Term Care Dining Programs. St. Croix Therapy, Inc., Charleston, IL. Phone 1-217-348-2680. Cost approximately $100.
4. "Our Aging Senses" or "Compassion I Suppose" slide/tape program available for loan from Ross Laboratories and the Consultant Dietitians in Health Care Facilities Area Coordinator.
5. "That Personal Touch: Nutritional Care for the Developmentally Disabled" available for loan from area Ross Laboratories representative.
6. Sammons, F. BE-OK Self Help. Professional Health Care Catalog. Box 32, Brookfield, Illinois 60513.
7. Transparencies "Correct Positioning" and "Normal Swallow".
8. OBRA Interpretive Guidelines. National Technical Information Service. Springfield, VA 22161. Phone 1-800-336-4700.
9. "Team Approach to Feeding Problems" study kit and audiotape. Sales number 1309. American Dietetic Association Publications Department, 216 West Jackson Boulevard, Suite 800. Chicago, IL 60606-6995. (background reference for instructor) Cost is approximately $35.
10. Eating Disability Activity.
11. Handout "Meal Service Environmental Checklist."

SUGGESTED ASSESSMENT

Student will identify environmental adaptations which residents may need to facilitate feeding themselves by:

1. Defining adaptation.
2. Identifying three meal service adaptations.
3. Listing two adaptations which might be made to a dining environment to make it more conducive to dining.
4. Explaining what meal time assistance would be needed for a resident requiring supervision only.
5. Identifying correct physical positioning for eating.

6. Identifying the role of an occupational therapist.
7. Identifying three adaptative utensils and explaining the use of each.

Student will explain the role environmental adaptations can play in enhancing meal service and food intake by:

1. Explaining how the dining environment adaptations can improve a residents food intake.

EATING DISABILITY ACTIVITY

Materials needed:

- 4 volunteers
- 4 snack pac pudding or fruit items in unopened container
- 4 spoons
- 1 wheel chair with arm rests that prevent the chair from rolling up to and under the table
- tape to wrap all of the finger joints of one volunteer and simulate arthritic fingers
- six cotton balls for the ears of three volunteers to simulate hearing loss two plastic surgical gloves to simulate reduced feeling on one volunteer one blind fold to simulate blindness
- one vest restraint

Volunteer #1: Wheel chair and vest restraint, must maneuver chair from door to table independently
Volunteer #2: Hard of hearing and blind, assisted from door to table and verbally instruct on location of chair, silverware and food.
Volunteer #3: Hard of hearing with arthritic fingers.
Volunteer #4: Hard of hearing with reduced feeling in fingers/hands

When the volunteers are ready with their simulated disabilities, instruct them to set up to the table, open container of food in front of them, and eat independently.

Have them describe their experience and feelings involved with eating with a disability. Through this activity and discussion encourage students to develop an empathy for the residents in their nursing facilities.

MEAL SERVICE ENVIRONMENTAL CHECKLIST

A pleasant environment adds to a person's satisfaction with meals and contributes to good nutrition. Persons who need help with their meals may not be able to control their environment for pleasant meal conditions and must depend on dietary and/or nursing personnel assistance. Some elements to consider.

Is the sound level low enough for conversation?

Are surrounding sounds pleasant or a least not unpleasant or irritating to diners?

Is there enough light so that diners can see their food easily?

Are diners seated so that they do not face glare from windows or lights?

Is the room temperature comfortable for the diners and free of drafts?

Are diners seated comfortably and at a comfortable height and distance from the table?

Are equipment for treatments and other possible unpleasant objects kept out of sight?

Have any uncomfortable or unpleasant treatments been carried out well before the meal with sufficient time to rest before eating?

Has each diner had an opportunity to void before coming to the meal? To wash hands?

Do diners know the other diners and helpers around them? If not, have they been introduced?

Do meal helpers converse with diners as they assist them and do not carry on conversations with each other?

Are diners allowed or assisted to eat at a relaxed pace, without a sense of undue hurry?

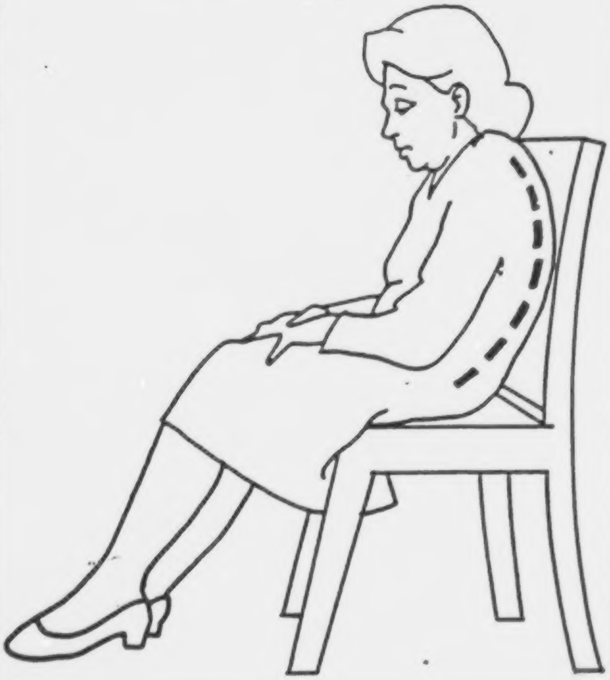
Are diners addressed by assistants with respect by the diners' preferred names?

Are diners' preferences regarding their environment adhered to as much as possible?

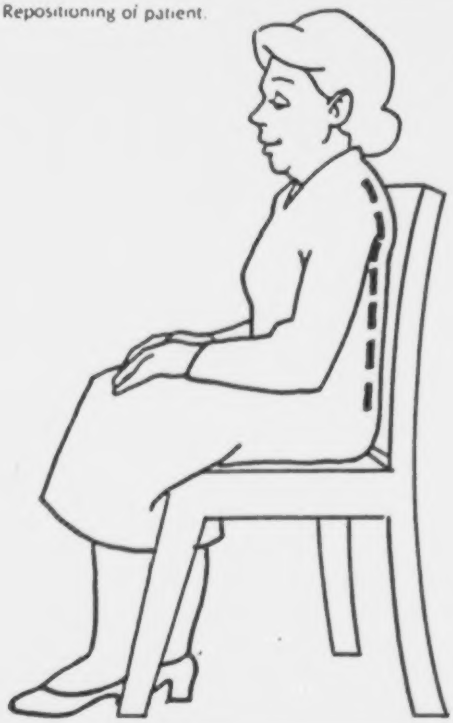
Are diners' food preferences honored? Are substitutes verbally offered at mealtime?

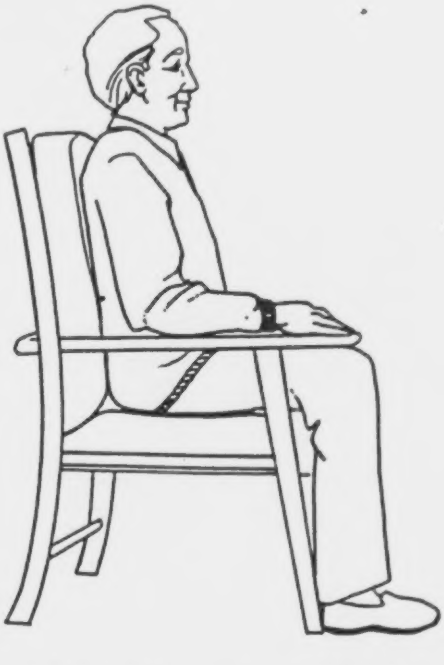
Are assistants aware of diner's particular needs such as adaptive equipment, tray set up, etc.?

Patient sliding.

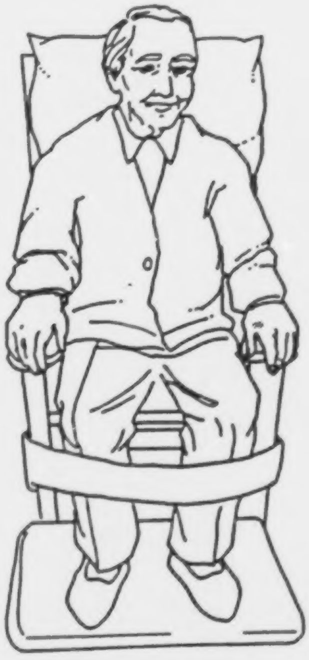


Repositioning of patient.



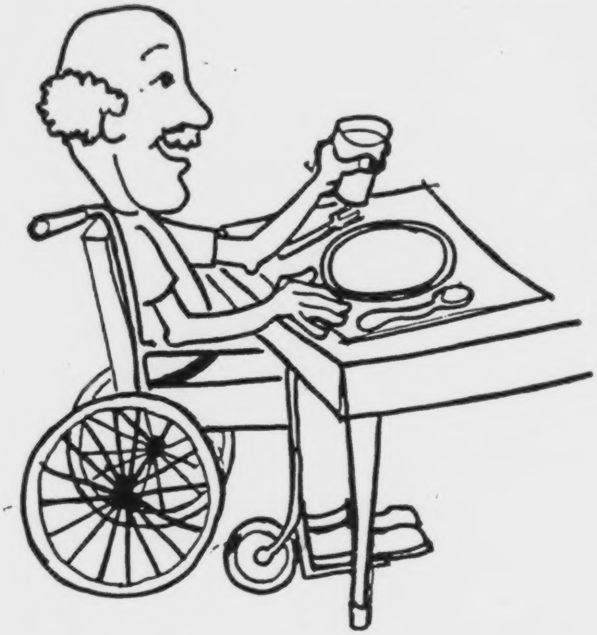


Side view of patient sitting correctly in chair.



Front view of patient sitting correctly in chair.

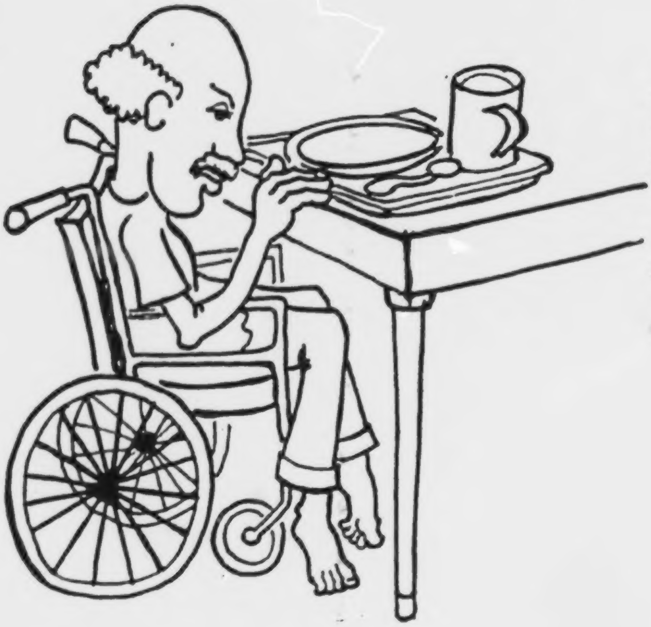
PROPER POSITION FOR EATING



- shoulders back
- table height at waist
- elbows supported on chair or table surface
- food within 12 inch reach
- 90° at hips
- 90° at knees
- 90° at ankle
- feet supported on floor or foot pedals

**Special cushions may need to be added to the seat and back of the wheelchair. See Appendix for wheelchair positioning tips.

IMPROPER POSITION FOR EATING

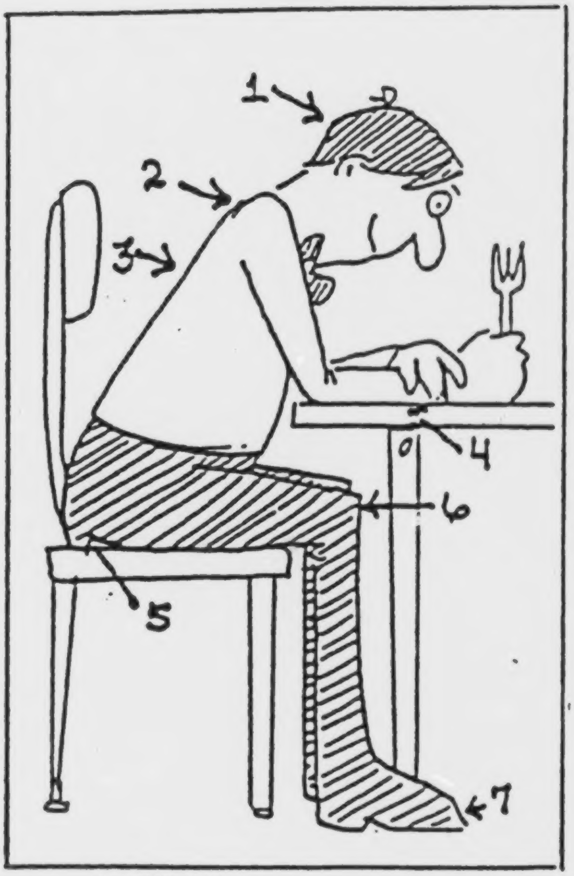


- rounded shoulders
- head straining forward
- elbows unsupported
- posterior tilt at hips, angle greater than 90°, sliding forward in chair
- feet unsupported and dangling
- table height too high

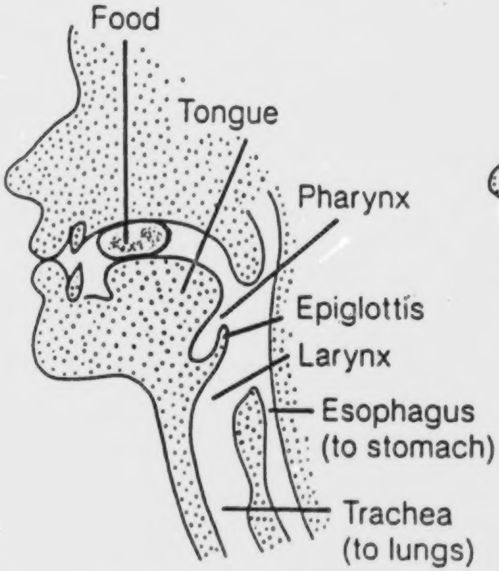
POSITION

NORMAL MODEL

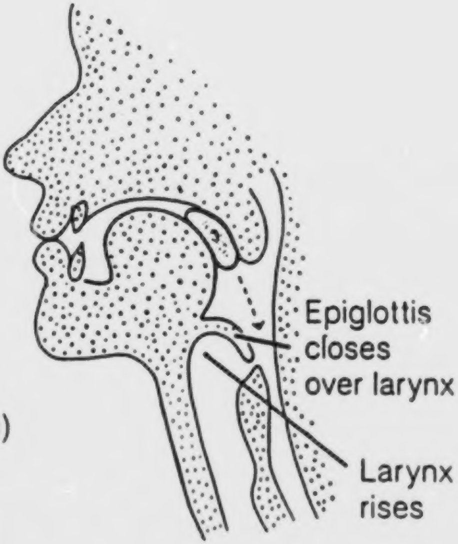
HEAD	slightly flexed with chin in "tucked" position
SHOULDERS	slightly forward
TRUNK	leaning slightly forward
UPPER EXTREMITIES	weight bearing on elbows
HIPS	flexed more than 90 degrees and positioned at the back of the chair
KNEES	flexed
FEET	supported on the floor or foot rest



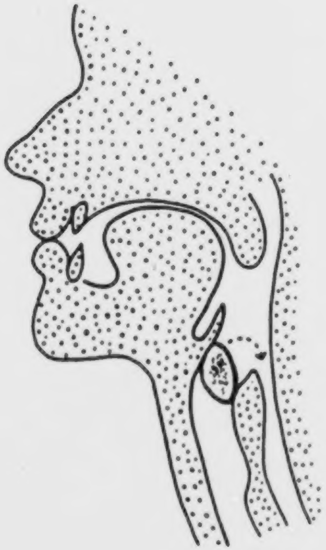
Normal Swallowing and Choking


Food
Tongue
Pharynx
Epiglottis
Larynx
Esophagus (to stomach)
Trachea (to lungs)

Food in mouth.


Epiglottis closes over larynx
Larynx rises

Swallowing. Food cannot enter trachea when the epiglottis closes over the larynx. The dotted arrow shows that the food is heading down the esophagus normally.



Choking.
Food is lodged in trachea. The dotted arrow points to where the food should have gone to prevent choking.

CHAPTER 4: ATTRACTIVE PLATE PRESENTATION

INSTRUCTIONAL OBJECTIVE

Student will:

1. Understand elements involved in making food attractive.
2. Demonstrate usage of garnishes.
3. Describe the role of an attractively arranged and garnished plate in improved food intake.

SUGGESTED LEARNING ACTIVITIES

Introduction:

Offer the class a beverage break using a juice with food coloring added to produce an unrecognizable juice. Ask the students to identify the juice. Discuss the role of visual perception in food acceptability.

1.1 Attractive Plate Presentation Activity 1. Have students bring a copy of a menu for two days from their facility to class. Use Appetite Appeal Worksheet in class. Discuss the students' evaluation of their menus. If evaluations indicate a change in the menu is needed, have the students discuss the procedure for changing the menu in their facility.

1.2 Have students complete the Tray Evaluation Worksheet at their facilities. This is to be brought in for discussion at the next class session. Instructor may want to suggest these forms as quality assurance monitoring tools to be used in the facilities on a regular basis.

1.3 Challenge students to complete Activity 3 with the most number of preparation methods. Have the student with the most preparation methods identified, read the list to the class. Present this student with a prize (e.g. free cookbook or recipes from food companies). Encourage group discussion regarding preparation methods which are acceptable to residents. Emphasize that residents' food preferences may differ from the food preferences of the individuals responsible for planning and serving the menu.

1.4 Assign students to read Chapter 4 prior to class. Instructor may want to emphasize a particular section, (i.e., Flavor 3) certain combinations do work well together and may be expected to be served together. For example: bean soup and corn bread; pork chops and applesauce; grilled cheese sandwich and tomato soup.

2.1 Pass out an assortment of colorful cookbooks and food magazines. Have each student select a food item that attracts their attention and explain why they would like to eat that food item.

2.2 Have students write down five garnishes that are or could be used in their facility. Call on several students to share what they have written down. Write these garnishes on the black board or transparency. Emphasize well accepted garnishes that require little preparation time. Identify the number of facilities that have garnishes listed on their menu. Discuss benefits of having garnish written on the menu.

2.3 View Garnishing Video I or II. Select portions of the video that will be applicable to nursing facilities.

2.4 Activity 5. In groups, have students practice making garnishes. If classroom time is limited, have students bring a garnish to class.

3.1 Discuss the importance of food appearance in the selection and desire to eat a food. Tie this discussion in with the introductory activity and with the other activities of this lesson.

3.2 Discuss the regulations pertaining to food appearance. Each resident receives and the facility provides--

F329 1) Food prepared by methods that conserve nutritive value, flavor, and appearances;
- Food has distinctly appetizing aroma and/or appearance, such as attractive use of garnishes and variety in color as plated.
- Food has no distinct aroma and/or appearance that would likely affect consumption.

F330: 2) Food that is palatable, attractive, and at the proper temperature.
- Food served at appropriate temperature (hot foods are served hot and cold foods are served cold).

3.3 Complete Attractive Plate Presentation Activities as time allows.

CONCLUSION

Complete Attractive Plate Presentation Evaluation

LEARNING RESOURCES

Student

1. Meal Service Study Course, 2nd edition. Chapter 4.
2. Garnish handout (optional).
3. Menu from student's facility.
4. Knife or garnishing tools and cutting board.

Instructor

1. Meal Service Study Course Chapter 4.
2. Cookbooks and food service magazines with colorful pictures of food, garnishes and attractively arranged plates of food.

3. Garnishes I or Garnishes II video. Available for loan from the Iowa Consultant Dietitians in Health Care Facilities Educational Chairperson.
4. Public Law 100-203, Interpretive Guidelines for OBRA Act of 1987. National Technical Information Service. Springfield, VA 22161. Phone 1-800-336-4700.
5. Garnish Handout.
6. Attractive Plate/Menu Evaluation Worksheet.
7. Juice colored with food coloring. Paper cups.
8. Food items for making into garnishes, i.e., carrots and radishes.
9. Cutting board and garnishing tools.
10. Prize (free cookbook or collection of recipes obtained from food company).

SUGGESTED ASSESSMENT

Student will understand elements involved in making a plate of food attractive by:

1. Defining palatability.
2. Identifying three menu considerations which must be made for an attractive plate.
3. Identifying the role of taste in the consumption of food.
4. Identifying the role of temperature in meal service.

Student will demonstrate usage of garnishes by:

1. Identifying two guidelines in the use of garnishes.
2. Modifying menu using appropriate garnishes.

Student will describe how an attractively arranged and garnished plate can improve food intake by:

1. Describing how an attractively presented plate can improve food intake.

ATTRACTIVE PLATE ACTIVITY 1

MENU EVALUATION

List foods from your menu that provide each of the characteristics in this evaluation form.

	Day 1	Day 2
COLOR contrast; attractive combinations		
FLAVOR contrast; something bland, tart, sweet		
TEXTURE contrast; something crisp, firm, soft		
SHAPE variety; something flat, round, long, chopped		
PREPARATION TYPE not too many: starchy foods, sauces mixtures, crunchy and/or chewy, same type fruit and vegetables.		
REPETITION do not repeat: same food in same meal, food on same day of week		
TEMPERATURE both hot and cold foods		

GARNISHES

Suggested garnishes, topping or decorations

VEGETABLES

Beets, cooked or canned, whole, sliced or cut-outs
Carrot strips, curls, crinkle cuts or cut-outs
Celery strips, curls, rings or fans
Cherry tomatoes
Cucumber or zucchini, scored slices, twists
Radish rose, accordion or slices
Red or green pepper, diced, strips or rings
Turnip flower
Watercress sprig
Pickles, whole, slices or fans

FRUITS

Cranberries, whole, jellied, cut-outs
Curled orange, grapefruit, lemon or lime peel
Dried fruits, chopped, whole or rehydrated
Grapes, cluster
Lemon or lime, slice or wedge or with notches like a wheel
Maraschino cherry
Orange or grapefruit, slice or twist
Pear half, tinted
Pineapple, ring or chunk with toothpick frill

OTHER GARNISHES

Cheese, cubes, strips or shredded
Cream cheese ball, plain or rolled in nuts or parsley
Coconut, shredded, colored or toasted
Eggs, hard cooked slices, chopped, sieved
Eggs, pickled
Gelatin or aspic cubes
Herbs: snipped chives, whole sprigs of mint, dill, parsley or sweet basil, mint leaf in ice cube
Nuts: slivered, sliced or chopped almonds, hazelnuts, walnut, pecans
Paprika
Seeds, sunflower or sesame
Sprouts: mung bean or alfalfa

DECORATIONS FROM A PASTRY BAG

Butter or cream cheese rosettes, plain or herb-flavored
Cheddar cheese spread
Deviled egg filling
Dilled mayonnaise with gelatin, rippled strip
Peanut butter
Whipped cream or non-dairy topping

PUDDINGS AND TOPPINGS

Garnishes

For all flavors of pudding
- cookies
- candy
- nuts
- miniature marshmallows
- whipped topping and
  - chocolate curls
  - dab of jelly
  - whole or chopped maraschino cherry
  - plain, tinted or toasted coconut
  - pecan halves
  - salted peanuts
  - chopped walnuts
  - roasted slivered almonds

Additions

For vanilla pudding
- coconut
- snipped prunes
- crushed brittle candy
- macaroon crumbs
- caramel sauce
- chocolate sauce
- apricot, cherry, peach, raspberry, or strawberry sauce

For chocolate pudding
- chopped peanuts
- plumped raisins
- flecks of chocolate candy
- chocolate sauce
- soft custard
- marshmallow, tinted and flavored with cream de menthe

For butterscotch pudding
- chopped walnuts or pecans
- roasted slivered almonds
- date pieces
- toasted coconut
- crushed brittle candy
- chocolate sauce

CHAPTER 5: BEYOND PUREED

INSTRUCTIONAL OBJECTIVES

Student will:

1. Know the consistency of foods that often help swallowing.
2. Recognize visually appealing methods for serving pureed foods.
3. Appreciate the importance of visual presentation of pureed foods.
4. Propose a plan for improving pureed diets in their facility.

SUGGESTED LEARNING ACTIVITIES

Introduction

View the video "The Pureed Experiment".

1.1 Ask for a show of hands to indicate the number of students that routinely taste the pureed food in their facilities. If the number is low, discuss why more cooks or food service personnel don't taste the pureed foods. If the people who prepare the pureed foods don't want to taste it, consider the residents who must eat this food every day.

1.2 Allow students time to read Chapter 5 or assign to be read prior to class.

1.3 Have the students discuss the pureed food recipes used in their facilities. Is there a recipe for everything? What if the pureed green beans are too watery? How much liquid is generally added? How does the cook determine if the pureed portion provides the same nutrients of the general diet? These discussion questions should emphasize the importance of standardized recipes.

Discuss various thickeners (Thick-it, Nutrithick, potato flakes, instant pudding, baby cereal and bread crumbs). Need to avoid over diluting pureed foods and then thickening it up.

1.4 Texture Modification Activity 1. Discuss possible staff reaction to change or trying something new. What can dietary staff do to promote positive reactions?

1.5 Review Regulations F323, 483.35 The facility must provide each resident with a nourishing, palatable, well-balanced diet that meet the daily nutritional needs of each resident.

Note comparison of general menu and pureed menu in text. The menu plan must include the Basic Four. Discuss ways to serve the four bread servings on the pureed diet.

1.6 View the video "Dysphagia".

1.7 Illustrate food consistency with transparency and Factors Influencing Texture Modification (1-3) in text.

2.1 Encourage everyone to try Activity 1-E.

3.1 Texture Modification Activity 3.

4.1 Texture Modification Activity 2. Part A needs to include: Food should not be mixed together; food is thinned - this dilutes nutrients as well as aggravates the dysphagia; syringe may not be appropriate. Part B should include: Refuses to open mouth; poor intake and weight loss. This can result in altered nutritional status and places Sarah at risk for pressure sores. Part C may include a variety of the ideas presented in the text and audio-visuals.

CONCLUSION

Allow students time to review Chapter 5 and complete Texture Modification Evaluation.

LEARNING RESOURCES

Student

1. Meal Service Study Course Chapter 5.
2. Preparation of pureed food in student's facility.

Instructor

1. Meal Service Study Course Chapter 5.
2. "The Pureed Experiment" video available for loan from Iowa Consultant Dietitians in Health Care Facilities Education Chairman.
3. OBRA Interpretive guidelines. National Technical Information Service. Springfield, VA 22161. Phone 1-800-336-4700.
4. "Dysphagia" video available for loan from Mead Johnson Representatives or from Consultant Dietitians in Health Care Facilities Area Coordinator.
5. "Dysphagia" video available for loan from Menu Magic, 1717 West 10th Street, Indianapolis, IN 46222. Phone 1-800-732-5805.
6. "Baby Food Syndrome": Four jars of baby food (provide a variety of hot and cold) plain paper to cover baby food labels small paper plates plastic spoons
7. "Food Consistency", "Pictures of problem foods", "Thickening Agents for Dysphagia" - Transparencies.
8. "Three Dimensions of Pureed Diets". Anderson-Benner Associate Productions, 3915 Springbloom, Sugarland, TX 77479. Phone 713-265-1169.

NOTE: Instructor may want to coordinate information in this lesson with what is covered in the Modified Diet Course.

SUGGESTED ASSESSMENT

Student will know the consistency of foods that often help swallowing by:

1. Identifying the ideal consistency of pureed food.
2. Selecting foods generally tolerated by the dysphagic individual.

Student will recognize visually appealing methods for serving pureed foods by:

1. Describing the appearance of pureed food as it is to be served in the student's facility.

Student will:

1. Appreciate the importance of visual presentation of pureed foods.

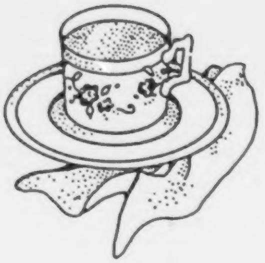
Student will propose a plan for improving pureed diets in their facility by:

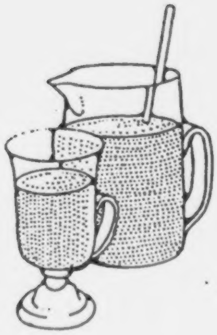
1. Making recommendations to improve pureed diets.

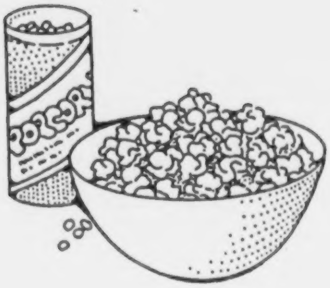
Thickening Agents for Dysphagia

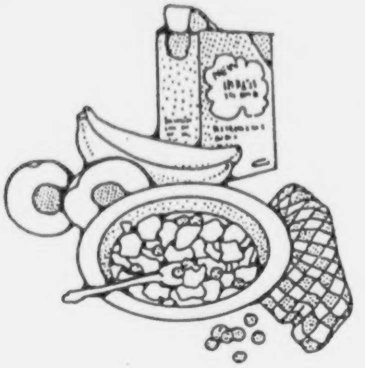
When thickened liquids are indicated for patients with dysphagia, a thickening agent will generally be required to achieve the appropriate consistency. The amount of thickener required depends on the desired consistency, the type of liquid and the thickening agent used.

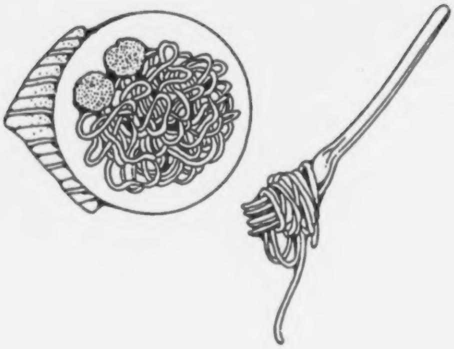
Milani Foods, Inc. 1-(800)-333-0003	Thick-it	Stir small amount at a time into the liquid, stirring until smooth; add more as needed for desired consistency. Approximately 2 teaspoons will thicken one-half cup of most juices to a medium-thickness.
	Thick-it 2	Add 4 teaspoons to blender for each ½ cup of juice. Blend until smooth. Will continue to thicken.
	Unflavored Gelatin	Gradually stir one tablespoon of gelatin into one-half cup juice until smooth. Let stand several minutes. If consistency is too thin, continue to add gelatin, one teaspoon at a time, until the liquid reaches the appropriate consistency. Three to four teaspoons is usually required to thicken most juices to a medium-thickness. Thickening continues as the product stands; if it becomes too thick, stir in more liquid.
MENU MAGIC FOODS 800-732-5605 outside Indiana	Nutrathik	Stir in two tablespoons of Nutrathik into six ounces of liquid to produce a pudding-like consistency. Nutrathik contains 20% of the USRDA for most vitamins and minerals.

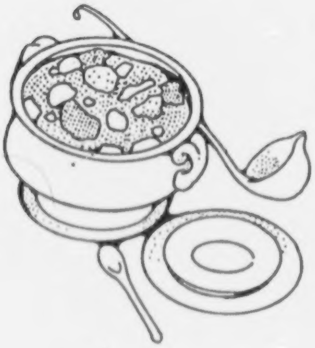


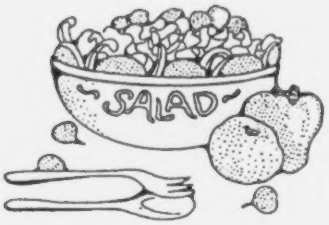











SALAD

Examples of semisolids that form a cohesive bolus

egg dishes: souffles
quiches
poached or scrambled eggs
egg, tuna, or meat salad
macaroni salad
soft cheeses
canned fruit
macaroni or rice casseroles
ground meats with gravy
moist, soft meat or fish loaf
custard
cheesecake with sauce
pudding
aspic
mousse
finger gelatin
whipped gelatin
hot cereals
vegetables in sauces

Examples of foods that fall apart

dry crumbly breads
crackers
thin pureed foods: applesauce
plain, chopped raw vegetables and fruits
plain rice
cooked peas, corn
plain ground meats
thin hot cereals

Examples of thin liquids

apple juice
cranberry juice
orange juice
grape juice
broth
milk
chocolate milk
coffee
tea
water
soda
alcohol
Ensure® or Isocal®
hot chocolate

Examples of medium thick liquids

vegetable juice
blenderized or cream soups
Ensure Plus® or Sustacal® HC
nectar
milk shakes, malts
eggnog

Examples of sticky or bulky foods

fresh white bread
peanut butter
plain mashed potatoes
bananas
refried beans
raw vegetables and fruits
chunks of plain meats
bran cereals

Examples of spoon thick liquids

yogurt
pureed fruit
ice cream
sherbet
pudding
frozen shakes
popsicles
frozen juices
frozen sodas
jello

CHAPTER 6: TOOLS OF SERVICE

INSTRUCTIONAL OBJECTIVES

Student will:

1. Have knowledge of tools and equipment that provide the proper portion for a meal.
2. Be able to identify methods of serving that will preserve a product's appearance, texture and temperature.

SUGGESTED LEARNING ACTIVITIES

Introduction

Place three portions of cooked meat or cheese on display for the class. Portions should represent the following sizes: two ounces, three ounces and four ounces. Identify the portions with A, B, and C. Have students guess the weight of each portion on a piece of paper. Verbally obtain a count for the number of individuals correctly identifying each portion size. Emphasize the difficulty in serving the correct portion size without weighing.

1.1 View filmstrip "Dishing It Out."

1.2 Pass around several portion control utensils. Have Food Service Equipment Catalogues available. Highlight the information in Chapter 6 regarding each utensil.

1.3 Demonstrate the correct use of a #16 dipper to portion out a serving of mashed potatoes onto a plate. Use this time to emphasize the leveling off to obtain the correct portion as well as to save time by avoiding double dipping.

1.4 Review regulation F326 (1) Menu must meet the nutritional needs of residents in accordance with the recommended dietary allowances of the Food and Nutrition Board of the National Research Council, National Academy of Sciences; Probe 483.35(c) 1. Menu supplies daily recommended allowances (4 oz. edible meat, 2 cups fruits/vegetables, 4 servings bread/cereal, 2 cups milk). Probe 483.35(c) 3. Written menu is followed.

2.1 Have two students write their menu for one day on a transparency. As a group, complete Tools of Service Activity 1.

2.2 Tools of Service Activity 7. Have students work in groups of twos or threes to draw, on a transparency, a steam table arrangement for serving the noon meal from the previously discussed menu. Ask a volunteer to put their drawing on the overhead projector and explain their arrangement. Discuss the arrangement while incorporating information from Chapter 6. Discuss common problems encountered with serving a meal from a steam table, i.e., six inch deep meatloaf or lasagna; cake pan containing food set over opening of steam table; pureed food in a sauce pan set off to the side of the steam table; etc.

2.3 Discuss Tools of Service Activity 2.

2.4 Assign Tools of Service Activities 3 and 4. Discuss at the next class session.

2.5 Have students verbally identify the items used in their facility that are proportioned and prepackaged. Write these on the blackboard or on a transparency. Complete Tools of Service Activity 6. Present (write on blackboard or transparency) the class with the price of milk in half pints, gallons, and bulk (converted to cost per eight ounces) to help with this discussion.

CONCLUSION

Allow students time to review Chapter 6 and complete Tools of Service Evaluation. Assign additional activities as time allows.

LEARNING RESOURCES

Student

1. Meal Service Study Course Chapter 6.
2. One day menu from student's facility.

Instructor

1. Meal Service Study Course Chapter 6.
2. Food Service Equipment Catalogues for pictures of portioning utensils and equipment.
3. Portioning utensils, i.e., scoop #16 and #8, slotted and perforated spoodles, and ladle.
4. Three portions of meat or cheese: (A) 3 ounces, (B) 2 ounces, and (C) 4 ounces.
5. One half cup of instant mashed potatoes prepared according to directions. Use #16 scoop and portion onto a plate.
6. Several blank transparencies and markers.
7. "Dishing It Out" Filmstrip/tape. Chiquita Brands Inc., 212 Veterans Blvd., Suite 100, Metairie, LA 70005. Phone 1-800-535-7106.
8. "Portion Control is a Team Effort" (optional) film available from State Library of Iowa.
9. OBRA Interpretive Guidelines. National Technical Information Service. Springfield, VA 22161. Phone 1-800-336-4700.

SUGGESTED ASSESSMENT

Student will have knowledge of tools and equipment that provide the proper portion for a meal by:

1. Naming two factors that begin a portion control system.
2. Listing three methods of making sure your portion control system is working.
3. Giving an example of when a food item count should be used in place of portioning utensil.
4. Listing four reasons why a portion control system is important in any food system.
5. Discuss one problem encountered with guessing the weight of a meat portion.

Student will know methods of serving that will preserve a product's appearance, texture and temperature by:

1. Naming three portion control utensils and list an appropriate food for its use.

NOTE: Instructor should assess students' knowledge of material in this lesson prior to beginning as similar information is presented in the Food Preparation Study Course.

CHAPTER 7: NOURISHMENT SERVICE

INSTRUCTIONAL OBJECTIVES

Student will:

1. Identify the need for additional nutritional needs above meals in the form of nourishments or supplements.

2. State an understanding of the need for cooperation between the activity department, food services, and nursing in the service of food between meals.

SUGGESTED LEARNING ACTIVITIES

Introduction

Display several commercial nutritional supplements. Invite students to taste these.

1.1 Complete Nourishment Service Activity 2. Discuss what determines the selection of nourishments in the students' facilities.

1.2 Discuss why a resident might need a supplement. Include in this discussion the need for additional protein for individuals with pressure sores.

1.3 Assign Nourishment Service Activity 3. This could be assigned to two or three students at the previous class session and discussed at this time.

1.4 Discuss reasons why a resident would need to have fluid intake monitored. Increased fluid for urinary tract infection, constipation, dehydration, etc. Fluid restriction for renal failure, Inappropriate ADH syndrome, or congestive heart failure, etc. Have students read Nourishment Service: Fluid Consumption.

1.5 Have a volunteer demonstrate the fluid volume of several containers, e.g., small glass, large glass, coffee cup, coffee mug, soup bowl, using water. First have the class guess the volume of water in each container, then pour water into measuring vessel to verify volume. Assign Nourishment Service Activity 4. Encourage students to check their facilities procedure for recording fluid intake on residents that have a care plan goal for consuming a set amount of fluid. Review Standard Food Measurements in Chapter 7.

1.6 Instructor may want to discuss potential problem of dependency on nourishments to provide nutrients rather than identify and addressing problems that may be occurring at mealtime that reduce the intake of food.

2.1 Show a sample policy and procedure for service of nourishments on a transparency using an overhead projector. Have the students determine if this sample addresses the questions posed in Nourishment Service: Establishing Procedures?

2.2 Divide the class into groups of three or four. Have them discuss Nourishment Service: Food and activity programming. Instruct each group to identify a recorder. After allowing adequate time for discussion call on a recorder from one or two groups to share the discussions of their group (tell the groups this ahead of time so they will use their time efficiently).

2.3 Discuss regulations pertaining to resident rights, i.e., can a diabetic demand to have food at an activity?

F336: The facility must offer snacks at bedtime daily. Discuss if having cheese, crackers and juice at the nurses station meets this requirement.

CONCLUSION

Have students complete Nourishment Service Evaluation. Assign Nourishment Service Activity 1.

LEARNING RESOURCES

Student

1. Meal Service Study Course Chapter 7.

Instructor

1. Meal Service Study Course Chapter 7.
2. Samples of several nutritional supplements. Paper cups for sampling.
3. Fluid volume activity:
   - Drinking glasses of various sizes, i.e, 4 oz, 6 oz, 8 oz.
   - Coffee cup, coffee mug, styrofoam cup
   - Soup bowl
   - Liquid measuring cup
   - Water
4. Transparency made from "Sample Nourishment Policy" as found in the text.
5. OBRA Interpretive guidelines. National Technical Information Service. Springfield, VA 22161. Phone 1-800-336-4700.

SUGGESTED ASSESSMENT

Student will identify the need for additional nutritional needs above meals in the form of nourishments or supplements by:

1. Defining supplement and nourishment.
2. Identifying indication for supplement.
3. Participating in discussion of residents need for supplements.
4. Comparing nutrients of several supplements and nourishments.
5. Knowing fluid content of standard dishes and glasses.

Student will state an understanding of the need for cooperation between the activity department, food services, and nursing in the service of food between meals by:

1. Identifying departments that need to cooperate.
2. Participating in discussion of nourishment service in their facility.
3. Participating in discussion of regulations related to snacks and nutrient needs.

CHAPTER 8: WORK SIMPLIFICATION

INSTRUCTIONAL OBJECTIVES

Student will:

1. Recognize work simplification techniques.
2. Determine the most efficient way of setting the table in one's facility.
3. Determine the most efficient way of clearing the table in participant's facility.

SUGGESTED LEARNING ACTIVITIES

Introduction

Have students participate in Economy Activities. These activities work best in small groups. If the class is large, several activity centers may be set up and students can choose one or two activities.

Write the title of each activity on the black board. In two columns under each activity, record several of the students' time for completing the activity; the first column being the first try and the second column being the second try. Discuss why the second try took less time. Ask if the groups noticed that each participant got faster by incorporating actions they observed from the people ahead of them.

1.1 Have students read Chapter 8 prior to class. Tie the previous activities into the reading material.

1.2 Discuss examples of motion economy: motions of the arms should be made in opposite and symmetrical directions. Transparency "Toasted Cheese Sandwiches."

1.3 Work Simplification Activity 1. Discussion the application of this motion to mopping the floor.

1.4 Discuss arrangement of the work place using transparencies "Old Arrangement" and "New Arrangement." Preparation of one item such as cooked cereal required a lot of steps, rearrangement makes use of work simplification principles. Refer to "Productivity in Food Service" by Lynn Ross.

2.1 Work Simplification Activity 2. Have students visualize the way tables are set in their facilities and record answers to this activity. Distribute paper for students to draw and demonstrate the steps taken. Encourage students to share their ideas for change.

2.2 Work Simplification Activity 3 and 4.

3.1 Work Simplification Activity 5, 6, and 7. Have students divide into groups of three or four and share the answers to these activities.

3.2 Have the small groups share the results of their discussion on Work Simplification Activity 7 with the whole class.

CONCLUSION

Allow students time to complete Work Simplification Evaluation.

LEARNING RESOURCES

Student

1. Meal Service Study Course Chapter 8.

Instructor

1. Meal Service Study Course Chapter 8.
2. Ross, L. (1990) Productivity in Food Service. Iowa State University Press, 2121 S. State Avenue, Ames, Iowa 50010. Phone 515-292-0140. Approximate cost $10.95. Companion Slides approximately $80.00.
3. Economy Activities and materials.
4. Transparencies:
   - Toasted Cheese
   - New Arrangement
   - Old Arrangement

SUGGESTED ASSESSMENT

Student will recognize work simplification techniques by:

1. Participating in activities demonstrating work simplification techniques.
2. Defining work simplification terms.
3. Identifying arrangement of efficient work space.
4. Identifying work simplifying tools.
5. Identifying assembly-line approach.
6. Identifying example of rearranging work space and combining steps.
7. Listing four problem solving approaches.

Student will determine the most efficient way of setting the table in student's facility by:

1. Identifying steps for efficient table clearing.
2. Participating in group discussion evaluating student's facility.

Student will determine the most efficient way of clearing the table in the student's facility by:

1. Participating in group discussion.
2. Identifying unnecessary work
3. Identifying approaches to improve efficiency.

ECONOMY ACTIVITIES

1. Materials needed are:

   - Peg board 18 inches square mounted/glued onto 4 large empty thread spools for legs.
   - 50 golf tees
   - watch with second hand or stop watch

Instructions:

Each participant will be given two opportunities to place the tees into the holes of the peg board. The first time only one hand can be used and only one tee at a time may be picked up.

One individual is identified as the time keeper and rule monitor. When the participant is ready, the time keeper will say "go" and begin timing. The amount of time taken for the first try is recorded.

All participants are given their first try at this activity and then the instructions for the second try are given. The second try has no limitations. Any method is acceptable to reduce time required to place tees in peg board.

Note to instructor: This activity works best in small groups of five or six.
Participants learn by observing others. Hopefully, they will begin to use both hands, picking up several tees in each hand, both hands involved in
mirror-image type activity, placing tees in holes closest to tees and turning pegboard to eliminate need for reaching. Discuss motion economy and arrangement of work place.

2. Materials needed are:
   - Celery
   - Knife
   - Cutting board
   - Watch with second hand or stop watch

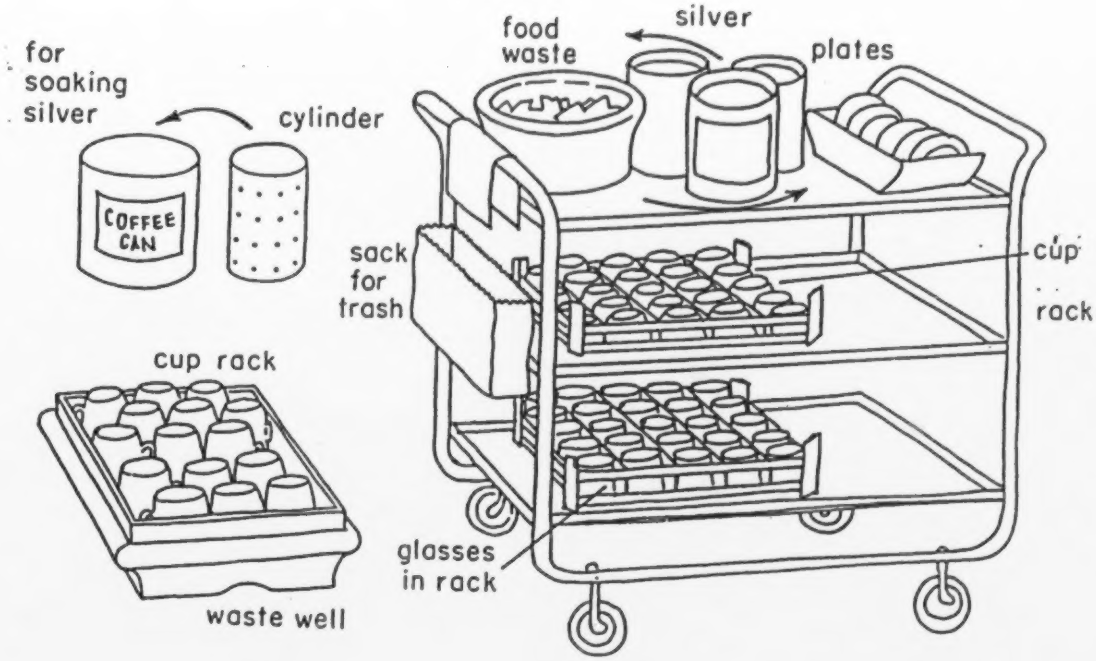
Instructions:

Participant is to cut stalks of celery into 1/4 inch slices. Cut enough to fill one cup. A designated recorder will time this activity. Then have the same participant line up three stalks of celery together and then slice
1/4 inch slices to fill one cup. Compare the two times. Have two or three students try this activity. Discuss motion economy.

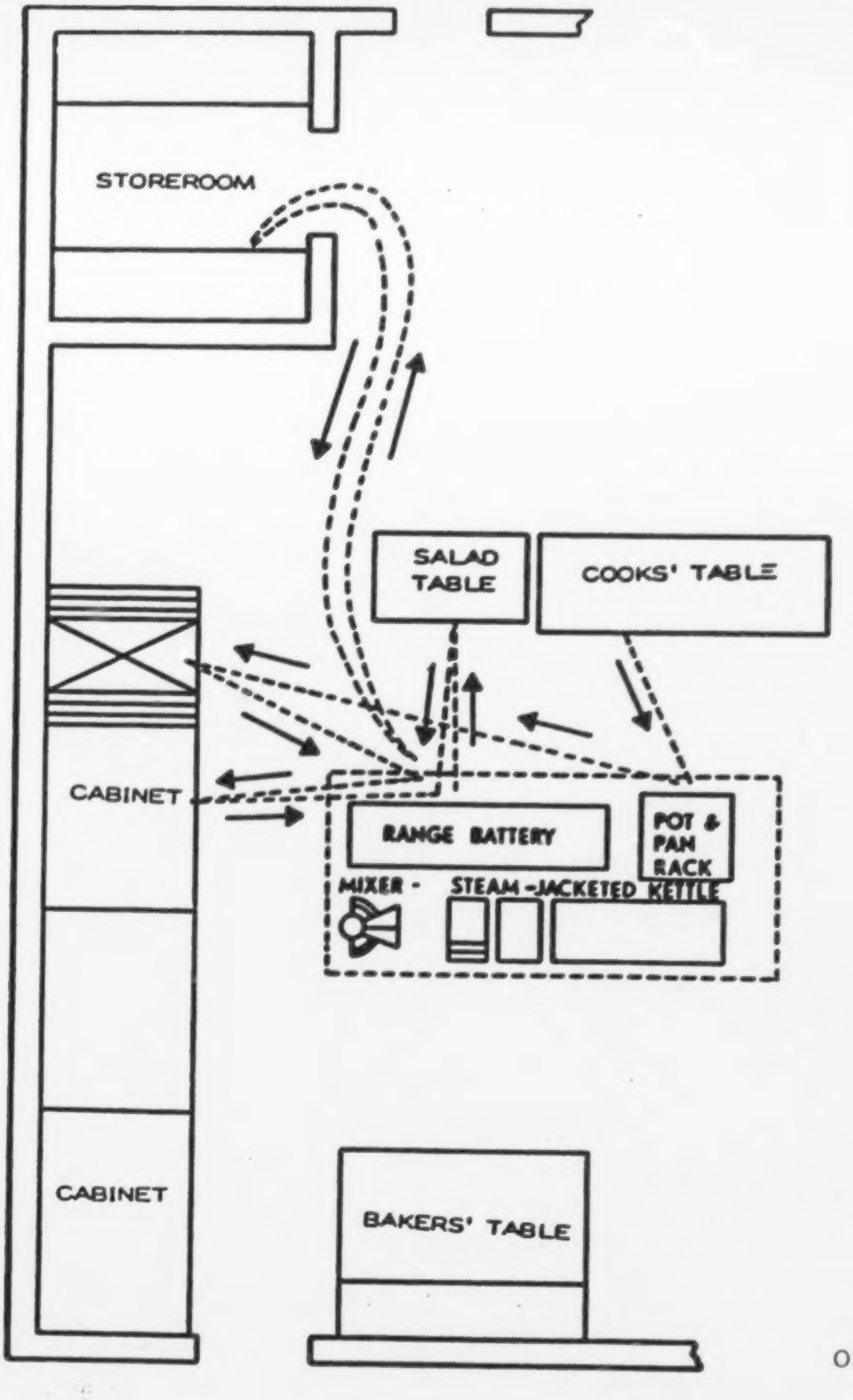
3. Materials needed are:
   - Tomato paste, 8-10 oz.
   - Can opener
   - 2 large bowls
   - Tablespoon
   - Rubber spatula
   - Napkins or paper towels
   - Watch with second hand or stop watch

Instructions:

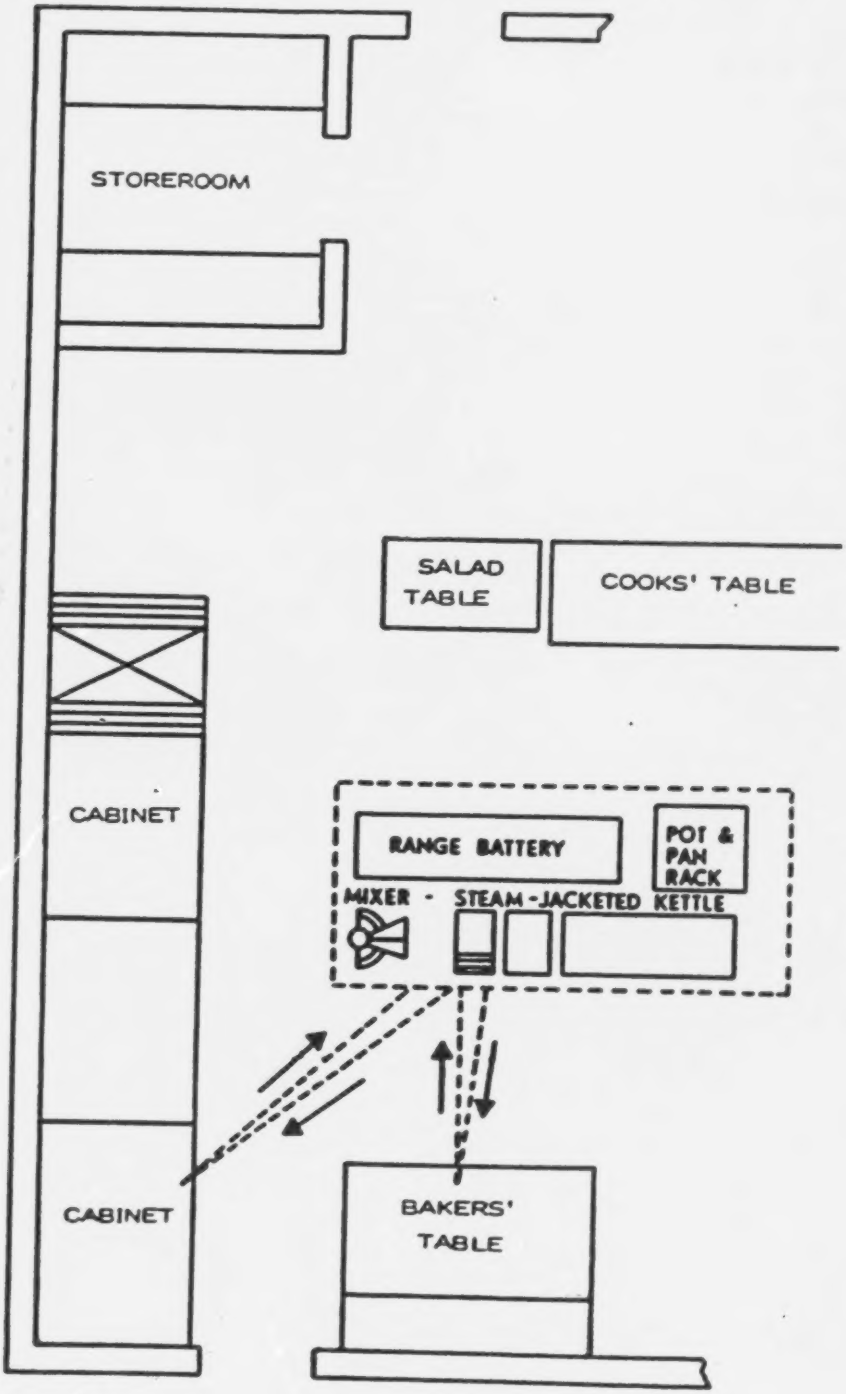
Place the tomato paste in one bowl. The participant will have two timed trys for moving the tomato paste from one bowl to the other. The first time only the table spoon may be used. The bowl must be scraped nearly clean. Record the time. On the second try, use the rubber spatula. Record the time. Encourage participants to watch others for ways to reduce their times. Discuss motion economy and labor saving equipment.


for soaking silver
cylinder
COFFEE CAN
cup rack
waste well
food waste
silver
plates
sack for trash
cup rack
glasses in rack

Utility Cart for Clearing Tables

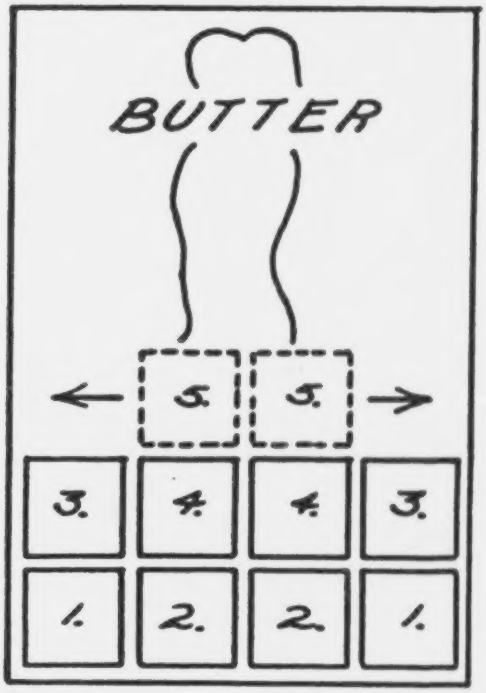

STOREROOM
SALAD TABLE
COOKS' TABLE
CABINET
RANGE BATTERY
POT & PAN RACK
MIXER -
STEAM-JACKETED KETTLE
CABINET
BAKERS' TABLE

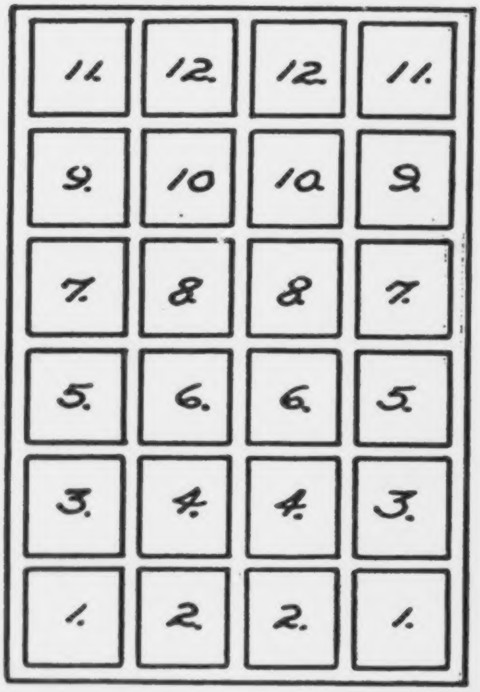
Old Arrangement


STOREROOM
SALAD TABLE
COOKS' TABLE
CABINET
RANGE BATTERY
POT & PAN RACK
MIXER - STEAM-JACKETED KETTLE
CABINET
BAKERS' TABLE

New Arrangement

Next, place 2 slices in the middle positions


BUTTER
5. 5.
3. 4. 4. 3.
1. 2. 2. 1.


11. 12. 12. 11.
9. 10 10 9
7. 8 8 7.
5. 6. 6. 5.
3. 4. 4. 3.
1. 2 2. 1.

Toasted Cheese Sandwiches

It does pay to increase productivity. As an example, if productivity increased to the point where a meal can be completed in 39 minutes, rather than 40 minutes, the following computations can be made on a restaurant serving 200 covers per meal during a seven-day week:

1 man-minute lost per cover served X 200 covers per meal =
200 man-minutes lost during each meal;

200 man-minutes lost X 3 meals per day = 600 man-minutes lost each day;

600 man-minutes lost per day X 365 days = 219,000 man-minutes, or 3650 man-hours, or 456¼ man-days lost each year!

FINAL CONCLUSION:

TIME IS MONEY

CHAPTER 9: COMMUNICATION

INSTRUCTIONAL OBJECTIVES

Student will:

1. Know the elements of communication.
2. Recognize the communication system used in their nursing facility.
3. Evaluate the efficiency of this system.
4. Propose a plan for improving communication in their facility.

SUGGESTED LEARNING ACTIVITIES

Introduction

Read the "Penguin at the Zoo".

Use transparency "BC by Johnny Hart" to tie food habits with communication habits. People develop certain ways of communicating, these ways become habit and are difficult to change. The first step in change is developing an awareness of current habits. Once an individual is aware of habits, then change can occur if there is motivation to make a change.

1.1 Transparency "Here's News." Review Communication: Introduction.

1.2 Assign students to read Chapter 9 prior to class. Review or highlight sections of the chapter. Note that some of this material may be covered in the Management Study Course.

1.3 Divide class into small groups. Have each group appoint a recorder. Assign Communication Activity 1. Allow ten minutes or less for discussion. Have recorders share the answers. Record these answers on transparency "Communication" or on the blackboard. Emphasize some communication problems common in most nursing facilities (i.e., communication of diet order to dietary).

1.4 Discuss communication loop and perception checks using the transparencies or blackboard. One example might be: nurse says that Mr. Jones can't chew; the perception check might be the dietary supervisor asks if Mr. Jones can chew bread. The communication circle continues until a clear picture of Mr. Jones' tolerances is obtained.

1.5 One-Way Communication Activity A. Divide the class into pairs. Hand out student material. Discuss questions.

1.6 One-Way Communication Activity B. Assign students in pairs. Distribute instructions to only one student in all pairs. Review instructions. When activity is completed, have one or two groups draw the results on the blackboard. Have students note problems that can occur when communication lacks the feedback or perception check.

1.7 Review Communication: Components of Communication.

2.1 Communication Activity 2 (In Text). Have students complete part C prior to this class session. Students and/or facilities may not want this problem discussed in class. Note that results of survey are public information. It is important for students to be aware if there is a problem and to be a part of the solution.

3.1 Mixed Messages Activity. Divide class into groups of three. Non-verbally assign each person a role by handing them written instructions. Tell them not to share their instructions. Pick a topic (i.e., ideal vacation), begin conversation then switch into assigned role. Set a time limit for discussion. Have the total class discuss observations.

3.2 Review Communications: Barriers of Effective Communication. Transparency "Working Together." Discuss personality types as a possible barrier to communication.

4.1 Transparency "Resident Centered Circle." Improving the communication system will ultimately help the resident.

4.2 Have students look at a problem they have identified for their facility and discuss possible solutions.

4.3 Divide into small groups and discuss Case Studies.

4.4 Discuss the role of communication in the care plan process at this time. Refer to text "Communication in Resident Care."

CONCLUSION

Transparency "Importance of Communicating Appropriate Requirements."
Allow students time to complete Communication Evaluation.

LEARNING RESOURCES

Student

1. Meal Service Study Course Chapter 9.
2. Activity Sheets.

Instructor

1. Meal Service Study Course Chapter 9.
2. "Penguin at the Zoo."

3. Activity Sheets:
   - One-Way Communication A and B
   - Mixed Messages
   - Case Studies

4. Transparencies:
   - BC by Johnny Hart
   - Here's News
   - Feed Back Loop
   - Sender-Receiver
   - Working Together
   - Resident Centered Circle
   - Importance of Communicating Appropriate Requirements

SUGGESTED ASSESSMENT

Student will know the elements of communication by:

1. Defining communication.
2. Identifying two forms of communication.
3. Giving an example for each of the two forms of communication.
4. Identifying skills used in communication by participating in three activities.
5. Discussing effective communication.

Student will recognize the communication used in their facility by:

1. Diagramming transmission of diet orders from the Doctor's order to the resident receiving the correct diet.

Student will evaluate the efficiency of their communication system by:

1. Describing the process of transmitting diet orders in their facility.
2. Selecting problems areas of this system.
3. Rating system their system.

Student will propose a plan for improving communication in their facility by:

1. Explaining a method for improving their system of communication.

PENGUINS AT THE ZOO

A truck driver was on his way to the zoo with a load of penguins. On the way his truck broke down and he was stranded on the side of the road. Another guy in a pickup truck stopped and offered his assistance. The truck driver said "I have to get these penguins to the zoo." I'll give you a hundred dollars if you take these penguins to the zoo for me." The guy agreed loaded the penguins in the back of his pickup, and was off.

The truck driver finally got his truck fixed and was driving into the town when he saw the guy and the penguins walking down the street with towels and sunglasses. The truck driver pulled off to the side of the road, jumped out of his truck, ran up to the guy, and said "I gave you a hundred dollars to take these penguins to the zoo. What the heck are you doing?"

The guy innocently said, "I took the penguins to the zoo. We had a great time. There was a little money left over so we decided to head to the beach.

ONE-WAY COMMUNICATION: ACTIVITY A

Part 1

1. Choose partners: one is the listener, the other is the speaker.
2. Listener receives the envelope containing puzzle pieces; speaker receives a picture of completed puzzle.
3. Speaker can only describe the shapes and how they fit together, revealing the resulting figure is not allowed. The listener cannot ask questions.
4. Time limit is five minutes.
5. Discuss: How did the speaker feel? How did the listener feel?

Part 2

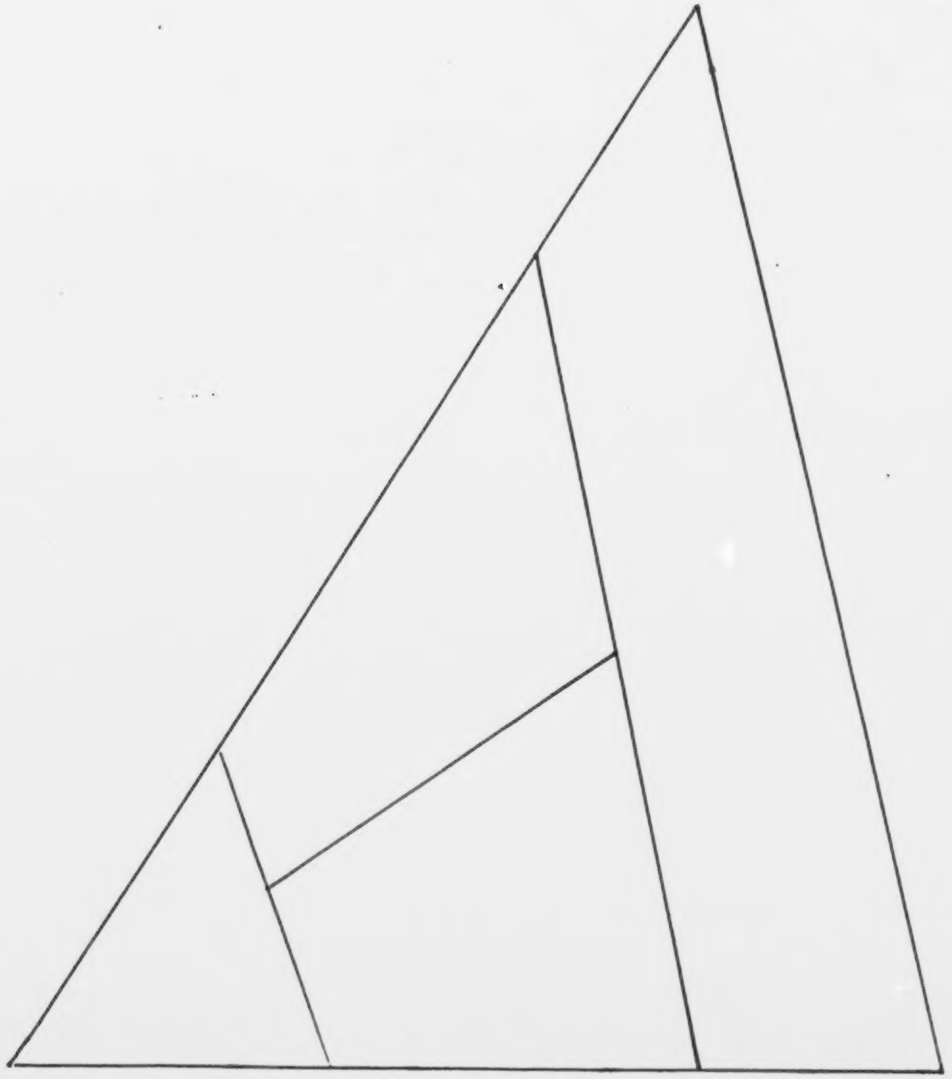
1. Reverse roles
2. Speaker receives the diagram: A B (Lines need to drawn to box-in
   Z M each letter)
3. Listener needs a pencil and paper.
4. Listener must draw the diagram by using verbal instructions from the speaker.
5. Speaker's description of the diagram must be constrained to just different lines and shapes. The listener cannot ask questions.
6. Answer the following questions:

   Why is talking and listening important for food communication?
   How can different interpretations of words and phrases make communication more effective?
   How can communication be frustrating for the speaker and listener?
   How can you improve your communication skill?

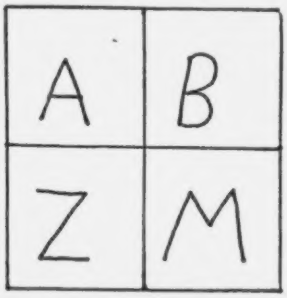
ONE-WAY COMMUNICATION A: Part 1 Puzzle Pattern

Note to instructor: Make copies (1 for every student). Cut half of the puzzles and place all of the pieces for one puzzle into an envelope along with an uncut copy. The uncut copy is to be used as a model.

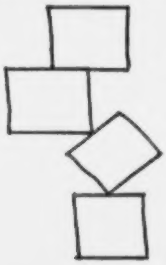
ONE-WAY COMMUNICATION A: PUZZLE PATTERN



ONE-WAY COMMUNICATION A: Part 2 Diagram



ONE-WAY COMMUNICATION B: (Student handout)



Speaker Instructions: Study the figure on this page. With your back to your partner, you are to instruct the listener how to draw them. Begin with the top square and describe each in succession, taking particular note of the relationship of each to the preceding one. No questions are allowed.

Verbal Instructions to be read to listener by speaker:

1. Approximately 1 and 3/4 inches from the top of your paper and approximately 2 1/2 inches from the left side of your paper draw a square approximately 2 inches in diameter.

2. Draw a second 2 inch square immediately below the first one using the bottom line of square number one as a part of the top of square number two. Place square number two so that the left side of square number one falls at a point equidistance between left and right sides of square number two.

3. Draw square three so that the midpoint of its top line touches the lower right corner of square two and forms a 45 degree angle with the bottom and right sides of square number two at the point of intersection.

4. Draw square number four so that the lowest point of square three forms two 45 degree angles at the mid-point of the top line of square four.

No questions will be allowed. You have five minutes to complete this set of instructions.

MIXED MESSAGES

Instructor: Copy and cut these instructions, distribute role instructions to the observer and communicator. Give the listener two instructions with a note to follow one role for the first part of the conversation and then switch to the second role. Distribute all of the listener instruction sheets. Have a discussion at the completion of the activity so that all groups will gain some insight to each of the listener types.

Mixed Messages Listener Instruction Sheet

Role 1A: "Who Gives a Damn?"

You and your communicator are to continue the conversation that your triad started a few minutes ago. You are to listen carefully to what your partner is saying, but are to send you partner non-verbal signals that indicate your boredom (i.e., look away, doodle, slump in your chair or sprawl on the floor, twist and fidget, clean your fingernails, fiddle with your clothing, or such). If your partner accuses you of being uninterested,insist that you are interested- you may even review what has been said- but continue to send non-verbal signs of boredom. Do not discuss or share these instructions at this time.

Mixed Messages Listener Instruction Sheet

Role 1B: "How Sweet It Is"

You and your communicator are to continue the conversation that your triad started a few minutes ago. You are to appear attentive, listen carefully, and agree with everything your partner says, regardless of your own opinions on the subject. When your real opinion is opposite of what your partner is saying, smile as you indicate agreement. You may make comments such as, "That's a good (great) way of putting that. "That's very insightful of you." "Oh, wow," and so on. Resist any invitation from you partner to share your ideas ("Oh, I agree with you") or to criticize or evaluate the ideas being communicated. Do not discuss or share these instructions at this time.

Mixed Messages Listener Instruction Sheet

Role 1C: "This Is How It Ought To Be"

You and your communicator are to continue the conversation that your triad started a few minutes ago. You are to listen carefully to your partner and actively pursue the ideas your partner is sharing with you. Indicate that you understand his/her ideas calmly and logically. Ask for clarification or examples if these would be helpful. You also can indicate that you are interested in the conversation by the use of non-verbal cues such as establishing eye contact and leaning toward the speaker. Do not attempt to lead the conversation or change its direction. Although your partner is the "communicator," you are to play an active part in making the communication process as clear and mutual as possible. No not discuss or share these instructions at this time.

Mixed Messages Listener Instruction Sheet

Role 1D: "Anything You Can Do, I Can Do Better"

You and your communicator are to continue the conversation that your triad started a few minutes ago. You are to appear attentive and to listen carefully to your partner, but you are to challenge everything your partner says. You may interrupt while he/she is talking, anticipate what would have been said next, and disagree or present your own point of view. You may point your finger, lean forward as if about to pounce, and engage in other non-verbal behaviors that accent your verbal behavior. You are the critic.

After you have made your criticism or statement, wait and allow your partner to begin the conversation again. Your task is not to take over the conversation but merely to interrupt, disagree, or challenge whatever is said.
If your partner hesitates, remain silent until he/she begins to talk again, and then resume your role. Do not discuss or share these instructions at this time.

Mixed Messages Observer Instruction Sheet

Role 2:

Your task is simply to collect data on what the communicator and listener are doing during their conversation. Do not concern yourself with the content of the conversation, but write down your observations about the processes they are using to communicate. Pay attention to what the listener and communicator do (eye contact, gestures, body positions, and other non-verbal behavior).

Describe what you observe as accurately as possible without judging it. You will be asked later to give feedback to the communicator and listener. Do not discuss or share these instructions at this time.

Mixed Messages Communicator Instruction Sheet

Role 3:

You and your listener are simply to carry on the conversation that your triad has already started. Try your best to communicate your message to your partner. It is your responsibility to keep the conversation going. Do not discuss or share these instructions at this time.

Activity developed by Hotel, Restaurant, and Institution Management Extension, Iowa State University

CASE STUDIES

1. Mable was the early helper in the kitchen. One morning the utility cart Mable used to set-up the dining room was missing. Mable noisily searched the corridors and had a verbal battle with the nurse aide using the cart when she found it. The residents, the head nurse, and the morning cook all were upset by the commotion. A considerable amount of time was wasted.

FOR DISCUSSION:

If you had been Mable, what would you have done when the utility cart was missing? What action needs to be taken to prevent a recurrence of this situation?

2. Marie and Jane worked in the cafeteria. Marie was very sensitive to the way other people reacted to her. Jane was a person who didn't care what others thought of her. One day the supervisor found Marie in tears. Between sobs she blurted out, "I can't work with that woman, but I'm not going to quit." The supervisor listened to Marie's account of how Jane wouldn't talk to her, brushed against her unnecessarily, etc. The supervisor then asked Jane to join them and express her point of view. Jane said that she did speak to Marie but that she didn't recall having brushed against Marie and said that if she had it was an accident.

FOR DISCUSSION:

Do you think Marie or Jane was right and the other wrong? What might Marie and Jane have done before Jane dissolved into tears?

3. One morning when the 5:30 AM shift came to work in the kitchen, they found the serving counter and the steam table covered with broken plaster. There even was plaster in the wells of the steam table. Directly above the steam table was a big hole in the ceiling. As the maintenance man picked up his ladder and departed, he said, "There was a leak in the pipe, and I had to fix it."

FOR DISCUSSION:

If this had happened in your kitchen, how would you have reacted? What should the maintenance man have done before he fixed the leaking pipe? Do you always think of the other fellow before you plunge into a job?

WORKING TOGETHER

People are not all the same. This is a fact we are all well aware of. Yet everyday we must live and work with people who do not think, act, or believe the same as ourselves. Part of our "individual differences" is the result of being different types of personalities.

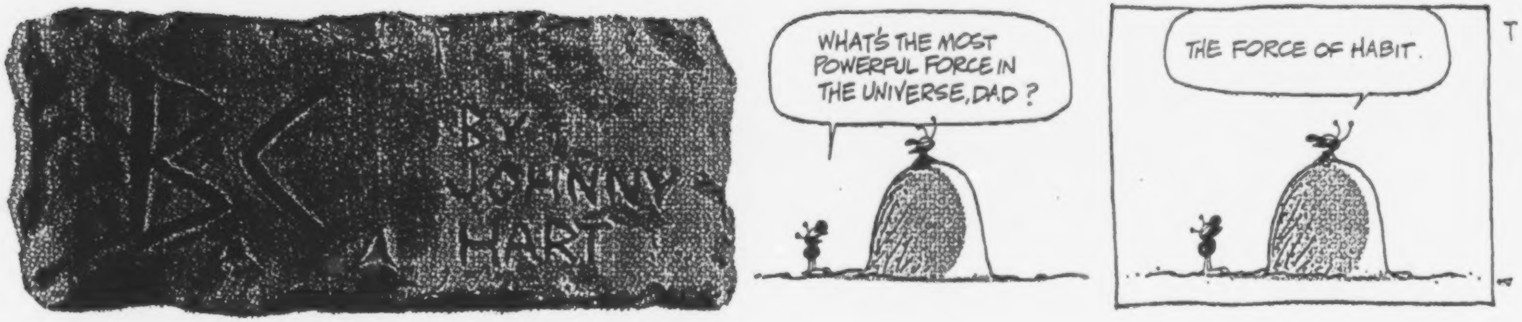
Following are listed 2 personality types. Read through each one and determine which personality type you are most like:

TYPE A	TYPE B
VERY COMPETITIVE	NON-COMPETITIVE
ALWAYS ON THE GO	RELAXED
IN A HURRY	IN CONTROL
HARD DRIVING	EASY GOING
DEMANDS PERFECTION	UNDERSTANDING, FORGIVING
AMBITIOUS, WANT QUICK PROMOTIONS	CONFIDENT, HAPPY IN JOB
WANTS RECOGNITION	ENJOYS LEISURE & RECREATION
IS A WORK-AHOLIC even at play	

Most people are not "all" type A or "all" type B, but for the most part, we lean toward one category more than another.

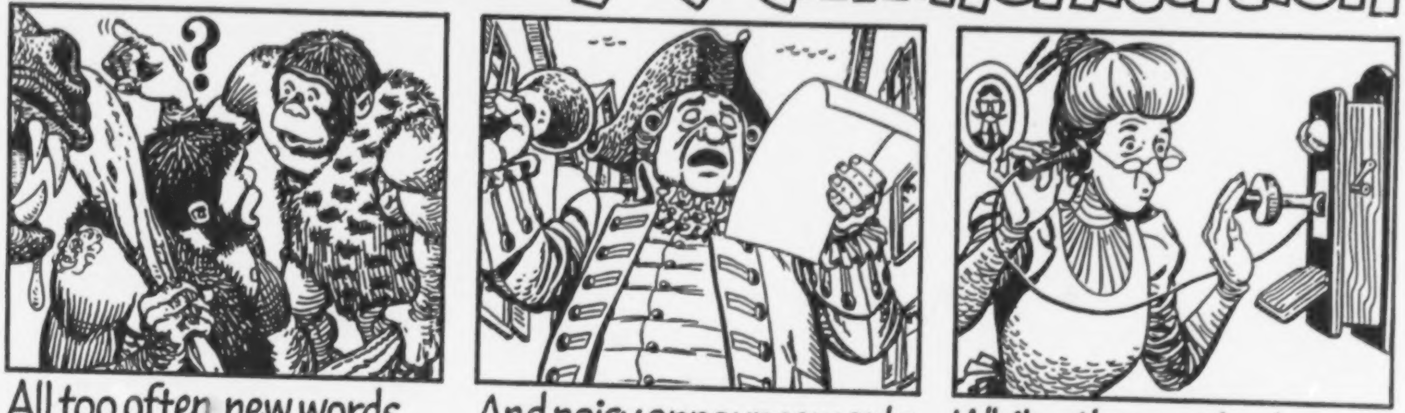
Food For Thought

1. Which personality type do you think is "better"? Why?
2. Two people, one Type A and the other Type B, are co-workers. How will this affect their performance and ability to work together? What are some things they can do to improve their daily work relationship?
3. Would having two people work together who are the same personality type be an advantage or disadvantage? Why?


B.C.
BY JOHNNY HART
WHAT'S THE MOST POWERFUL FORCE IN THE UNIVERSE, DAD?
THE FORCE OF HABIT.

Transparency 1

A Short History of Communication



All too often, new words simply confuse the issue...

And noisy announcements tend to be ignored...

While other methods keep you waiting!

HERE'S NEWS...

...that's current, clear and to-the-point!

COMMUNICATION TRANSPARENCY

COMMUNICATION

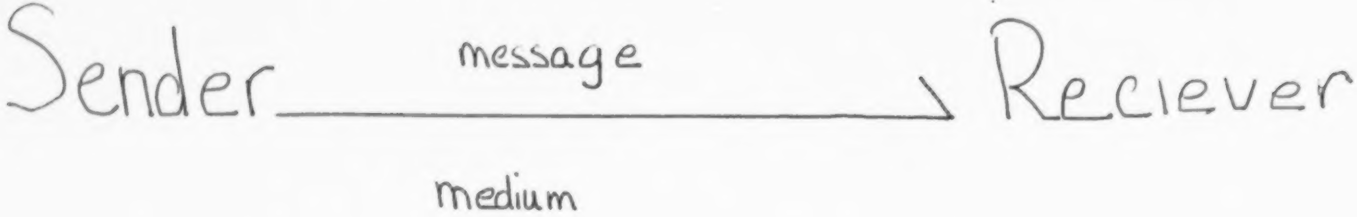
WHAT IS COMMUNICATION?

WHY IS COMMUNICATION IMPORTANT?

HOW DO PEOPLE COMMUNICATE WITH EACH OTHER?

HOW DOES COMMUNICATION CAUSE PROBLEMS IN DAILY SITUATIONS?

Communication



Sender

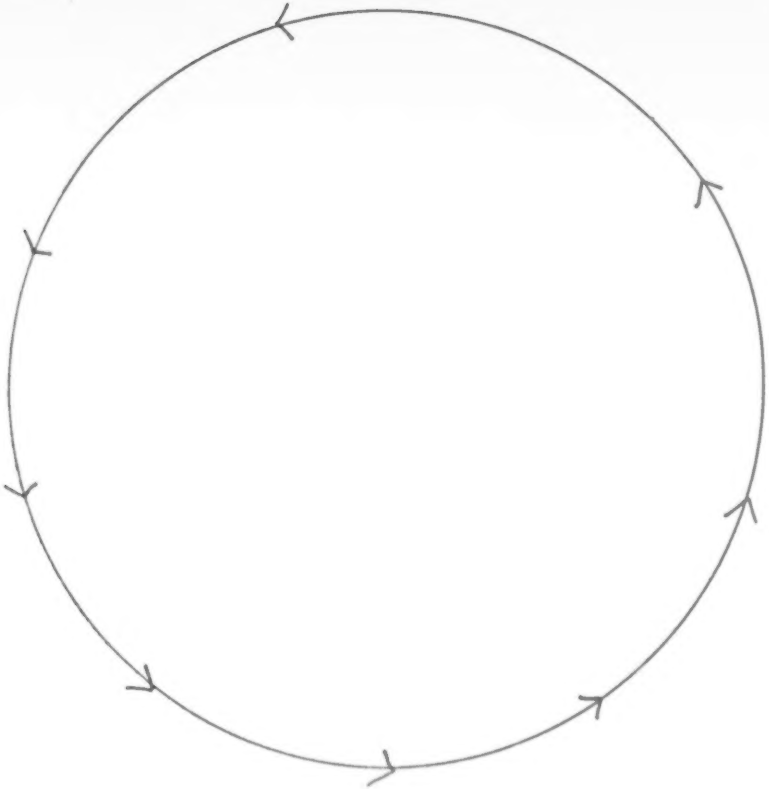
message

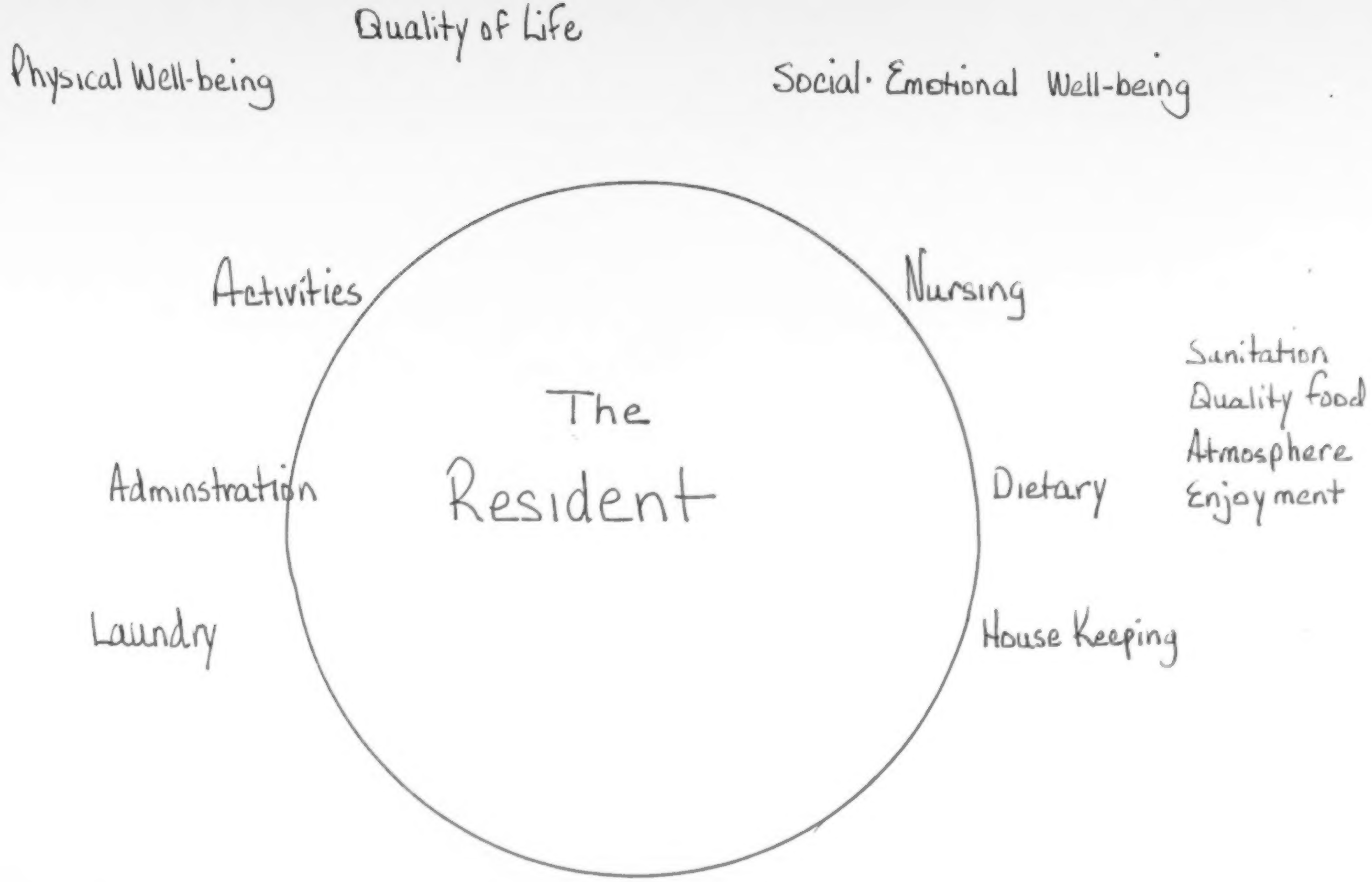
medium

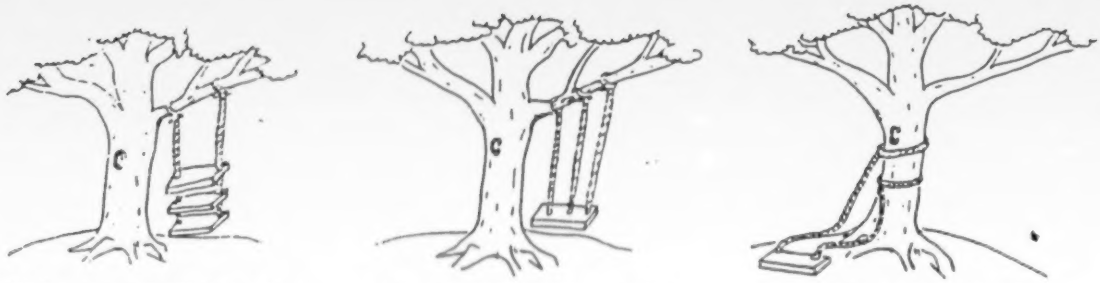
Reciever

Sender- Receiver
One Way Communication

Feed back loop



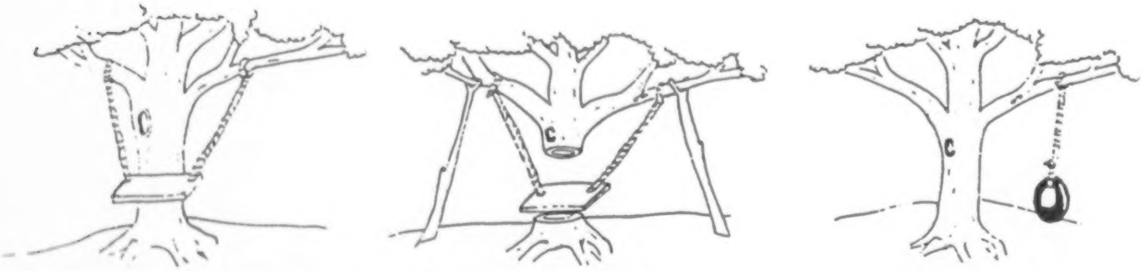

Quality of Life
Physical Well-being
Social· Emotional Well-being
Activities
Nursing
Sanitation
Quality food
Atmosphere
Enjoyment
The
Resident
Adminstration
Dietary
Laundry
House Keeping



As the owner or administrator described it.

As the project team defined it.

As the food service staff perceived it.



As the salesman ordered it.

What was installed.

What the food service needed.

Importance of Communicating Appropriate Requirements

MEAL SERVICE FINAL EVALUATION

TRUE/FALSE

Evaluate the following statements regarding the importance of meal service. Circle letter to indicate if the statements are (T) for True or (F) for False.

1. T F Ability to control ones' food supply promotes a sense of security.

2. T F Cultural habits influence an individuals food preferences.

3. T F Residents must adjust to limited food choices in a nursing facility.

4. T F Meal time can foster social relationships.

5. T F Assigned seating arrangements are not considered important by most residents in nursing facilities.

6. T F Honoring food preferences can promote quality of life for residents.

Consider the following statements regarding feeding a resident. Circle (T) for True or (F) for False.

7. T F Food should be mixed together to ensure that a variety of food is eaten.

8. T F The nursing facility is responsible for helping the resident maintain independence in eating.

9. T F Thin liquids are easier for a stroke patient to swallow than pureed foods.

10. T F Pureed foods need to be served at room temperature.

Indicate, by circling YES or NO, if the following can enhance verbal communication.

11. YES NO Good eye contact

12. YES NO Arms crossed over chest

13. YES NO An occasional head nod

14. YES NO Hands on hips

15. YES NO Attentive body posture

MATCHING

Match the following physical disability with an appropriate adaptive device. Write the correct letter of the adaptive device in blank.

16.____ Poor grasping ability

17.____ Weak or arthritic fingers

18.____ Blindness

19.____ Loss of one arm

a. scoop plate

b. large handled silverware

c. T-handled cup

d. rocker knife

MULTIPLE CHOICE

20. The objectives of any nursing facility meal service are to provide:

a. good tasting food at acceptable temperatures
b. adequate portions to provide necessary nutrients
c. low cost home cooked food
d. a and b

21. The advantage(s) of centralized food delivery systems is:

a. direct resident contact, allows easier substitutions
b. requires minimal supervision
c. lower financial investment with labor, food and equipment
d. b and c

22. Maintaining food temperatures during transportation is more of a problem:

a. with the use of unitized pellet system.
b. when food must travel a distance before reaching the resident.
c. when food is served from a steam table in the dining room.
d. with the use of electric hot/cold carts used to transport food.

23. A correctly set table will have all of the following except:

a. include knife, fork, and spoon for all residents
b. knife and spoon on the left side of plate
c. beverage glass above the knife
d. coffee cup to the right of the spoon

24. Normal positioning for eating includes all of the following except:

a. hips positioned at the back of the chair
b. feet supported on floor or foot rest
c. head straight up and slightly back
d. trunk leaning forward and up to table

25. A pleasant dining room in a nursing facility might include:

a. long rectangular tables that seat six or eight
b. soft dim lights
c. a television that provides the news during meal times
d. adequate space to accommodate walkers and wheelchairs

26. The visual appearance of food can be influenced by:

a. attractive plate presentation
b. menu planning
c. garnishes
d. all of the above

27. Portion control is a system which begins with:

a. purchase of food with known yields
b. standardized recipes
c. trained employees
d. all of the above

28. An 8 ounce glass holds how many cc's?

a. 120
b. 200
c. 90
d. 300

29. To ensure prompt and accurate service, food served between meals must be the responsibility of:

a. Dietary
b. Nursing
c. Activities
d. Dietary and Nursing

30. Wrapping silverware in a napkin prior to tray set-up demonstrates work simplification by:

a. rearranging work so certain jobs can be done at less busy times
b. combining steps so that only one item (the wrapped silverware) will be placed on the tray
c. using a standard procedure for how the set up area is arranged
d. a and b

SHORT ANSWER

31. Describe a process of communicating diet orders that will ensure that the resident receives the correct diet. Include how this is communicated to all staff involved.

ANSWER KEY

MEAL SERVICE FINAL EVALUATION

1. T
2. T
3. F
4. T
5. F
6. T

7. F
8. T
9. F
10. F

11. YES
12. NO
13. YES
14. NO
15. YES

16. LARGE HANDLED SILVERWARE, T-HANDLED CUP
17. LARGE HANDLED SILVERWARE, T-HANDLED CUP
18. SCOOP PLATE
19. ROCKER KNIFE

20. D
21. D
22. B
23. B
24. C
25. D
26. D
27. D
28. B
29. D
30. D

31. INDIVIDUAL ANSWER

Instructor's Guide To

FOOD SERVICE MANAGEMENT

Prepared by

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For use with
Foodservice Management Study Course

Iowa Dietetic Association, Second Edition

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PREFACE

The purpose of the Food Service Management Instructor's Guide is to assist the instructor in preparing for and teaching the 18-hour management study course. This course is one of six in the Iowa approved 90-hour Food Service Supervisor Training Program. Adherence to the lesson plans provided in this guide will promote consistency of course content for the programs at the Area Community Colleges in Iowa.

Instructors are encouraged to include learning activities and materials that will enhance the class and help meet the specified objectives. For example, using company materials that are available or materials from nursing facilities, such as organization charts, goals and objectives, and cost control forms.

The instructor's guide has been designed to complement the text, Food Service Management Study Course, and to facilitate instruction in the classroom. Each lesson includes learning objectives; learning activities related to each objective, including case studies; masters for transparencies; student handouts; resources and suggested informal evaluation. Involving the students in the learning activities is essential when teaching adults. The content will be more easily learned and remembered longer if it is meaningful. Adult students must know why it is important to learn specific information.

The instructor should review the lessons in the guide to select learning activities appropriate for the adult students in the class. Some activities should be assigned prior to the class session to allow students to collect materials from their respective facilities, thus, making the lesson more meaningful.

It is recommended the class be scheduled for a minimum of six separate sessions of three hours each. More sessions with smaller blocks of time will allow students to complete suggested learning activities prior to class. The length of time spent on individual chapters may vary at the discretion of the instructor and as dictated by student needs. The students' past experiences and knowledge must be considered when determining content and learning activities. For example, two hours may be used to cover one chapter, while another chapter may be covered during 1/2 hour. The order of chapters can be changed to fit the instructor and students needs.

A set of final review questions is included in the instructor's guide. This is not a standardized test. It is suggested the test be given as a closed book test at the conclusion of the course. The instructor should work with the Area Community College Home Economics Coordinator to establish criteria for successful completion of the course (i.e. 50% or 75%).

Course Objectives

Following the completion of the Food Service Management Study Course, students will be able to:

> Identify personnel management responsibilities of the food service supervisor.
>
> Apply principles and procedures used to recruit, select, train, and evaluate employees.
>
> Apply theory to situations at work through suggested learning activities.

The cooperation of consulting dietitians in nursing facilities and hospitals who have volunteered their time and experience to review the written materials is greatly appreciated. The reviewers were Sylvia Casterton, R.D., L.D.; Carolyn Lynam, RD, LD; Angela Smith, RD, LD; and Anne Shaner, LD, RD.

1. ORGANIZATION

Objectives

1. Describe the organization structure of a food service facility.

2. Distinguish between line and staff organization structure.

3. Identify the food service department's role in helping the facility meet its goals.

4. List activities that a food service supervisor is responsible for organizing.

Learning Activities

1. Discuss information contained in an organization chart. (Obj. 1)

2. Using Activity 2 in FSM Study Course, review organization charts of facilities. (Obj. 1)

3. Using Figure 1.1 in FSM Study Course, Chapter 1, review the relationship between line and staff employees. (Obj. 2)

4. Have class members share their organization charts for use in identifying staff and line positions. (Obj. 2)

5. Using Activity 1 in FSM Study Course, obtain list of organization goals, or instructor bring copies of organization goals from several facilities to use for discussion. (Obj. 3)

6. Have class members discuss with their administrators the administrator's major goals for food service department. (Obj. 3)

7. Discuss the role of the food service in helping meet the goals of the facility. For example, how meal service fits into quality of life and care plans in the nursing facility. (Obj. 3) **NOTE:** Could be discussed in small group and shared with the class after discussion.

8. Have each class member discuss with his/her administrator the class member's beliefs about the food service supervisor's responsibilities within the organization. (Obj. 4)

9. Activity 3 in FSM Study Course, develop list of activities for which the supervisor and department are responsible. (Obj. 4)

Class Members Resources

Food Service Management Study Course, Chapter 1.

Facility organization chart.

Administrator for discussion in Learning Activity 6, 8.

Instructor Resources

Food Service Management Study Course, Chapter 1.

Examples of food service organization charts

Transparency of Figure 1.1, FSM Study Course, p. 4

Suggested Evaluation

The class members will show their ability to:

Analyze organization charts (Obj. 1, 2)

List 5 activities and responsibilities of the food service supervisor and department for meeting organizational goals (Obj. 3, 4)

2. POLICIES, PROCEDURES AND RULES

Objectives

1. State reasons for having policies in organizations.
2. State benefits of procedures in facilities.
3. Differentiate between policies, procedures and rules.
4. Describe food service supervisor's role in ensuring policies, procedures and rules are followed.
5. State policies and procedures that apply to food service supervisors and departments.
6. Write and evaluate policies and procedures.

Learning Activities

1. Using Activity 1, discuss statement concerning procedures and policies, in FSM Study Course. (Obj. 1, 2)
2. Complete Activity 4, use of procedures in decision making, in FSM Study Course. (Obj. 2)
3. Discuss the differences between policies, procedures and rules as applied to food service departments. (Obj. 3)
4. Discuss case study, Activity 5 in FSM Study Course. (Obj. 4)
5. Review policies and procedures, Activity 2 in FSM Study Course. (Obj. 5)
6. Evaluate policies and procedures in terms of completeness. Have class members bring samples of policies and procedures used in their facilities or as instructor, provide examples of policies and procedures (from Instructor Resources) for class members to evaluate. (Obj. 6)
7. Write a policy and procedure for facility, Activity 3 in FSM Study Course. (Obj. 6)
8. Identify problems that could be alleviated through procedural/policy changes. **NOTE:** Are the problems due to lack of policies, procedures and rules, or incorrect/outdated policies, procedures and rules? (Obj. 6)

Class Member Resources

Food Service Management Study Course, Chapter 2.

Copies of selected food service departments' policies and procedures.

Instructor Resources

Food Service Management Study Course, Chapter 2.

Copies of policies and procedures used in food service departments.

Examples of policies and procedures to use in Learning Activity 6.

Suggested Evaluation

The class members will show their ability to:

List 3 reasons for policies in food service departments (Obj. 1)

List 5 benefits of procedures and rules in facilities (Obj. 2, 3)

Explain use of procedures within the organization including making decisions. (Obj. 2, 3, 4, 5)

Write policies and procedures that are complete. (Obj. 6)

Use established criteria to evaluate policies and procedures (Obj. 6)

Sources of Information for Selected Learning Activities

Learning Activity 3 - Throughout chapter 2

Policy and Procedure Activities

Policy and Procedure I.

Name of Facility: West Haven Nursing Home

Department: Food Service

Date:____________________________________

Subject: Menu plans for residents

Policy: All menus shall be reviewed and revised every three months.

Purpose: To provide variety to residents, change menu to accommodate seasons of year, and to incorporate changes in food supply and costs of food.

Procedure	Person Responsible	Special Notes
Review present menu	Supervisor	
Revise general menu	Supervisor	Discuss with cook
Revise modified menus	Consulting Dietitian	
Review menus for production	Supervisor	

Problems: Policy may need to state what kind of menus-general and modified.

Consulting dietitian involved in reviewing production aspects of menus.

Vague procedures.

Policy and Procedures II.

West Lawn Care Center

Department: Food Service

Date: ______________________

Subject: Leaving property during work hours

Policy: The supervisor is responsible for the whereabouts of all employees in the food service department and for maintaining proper staffing at all times. Any employee leaving the facility at any time during working hours must notify the supervisor.

Procedure

1. Obtain permission from supervisor before leaving facility building.
2. Punch out (sign out) when leaving and back in when returning.
3. Check back in with supervisor at the time of return.

This shows a different format

Students may feel that the policy is too wordy and the last sentence is all that is necessary.

Policy and Procedures 3.

Name of Facility: West Lawn Care Center

Department: Food Service

Date: ______________________

Policy: All electric mixers must be handled with care.

Procedures:

1. Put ingredients to be mixed into mixing bowl.
2. Select proper beater for task to be done:
    a. Flat beater for creaming butter and sugar, mixing muffins, etc.
    b. Wire whip for whipping cream or topping, beating egg whites.
    c. Dough hook for mixing bread doughs.
    d. Pastry knife for cutting fat for pie crust and biscuits.
3. Place beater in to bowl; place bowl on machine.
4. Adjust speed before turning on motor.
5. Beat or mix for required length of time. If the speed needs to be changed, stop mixer by turning motor switch to off, adjust speed and restart machine.
6. When mixing process is completed, stop machine. Use rubber scraper to scrape mixture from sides and bottom of bowl.
7. Lower mixing bowl.
8. Remove beater and bowl from machine.
9. Leave machine at speed 1.

Problems: Procedures don't go with policy. Handle with care is concerned with safety, electricity and cleaning; not directions for proper use.

3. JOB ANALYSIS, JOB DESCRIPTION, AND JOB SPECIFICATION

Objectives

1. Understand purposes of job analysis, job description and job specifications in supervising employees.
2. Understand the process for completing a job analysis.
3. Compare the advantages and disadvantages of various methods used for job analysis.
4. Use correct process to develop a job description and job specification.
5. Evaluate job descriptions and job specifications currently used in their facilities for accuracy and completeness.

Learning Activities

1. Using the transparency (Instructor Resources), discuss the relationship of job analysis to job description and job specification. Job analysis is used to provide information for job description and job specification. Discuss the difference between job description and job specification. Discuss when each is used in the supervision of employees. (Obj. 1)
2. Discuss how a supervisor can use information provided from a job analysis. Responses should include: To prepare job description and specifications that are used in many ways as a supervisor. Job description is used to train and evaluate employees and develop organization chart, while job specification is used to recruit, select and determine salary. (Obj. 1)
3. Have class members write questions that could be used in a job analysis, Activity 1 in FSM Study Course. (Obj. 2)
4. Perform a job analysis, Activity 2 in FSM Study Course. See samples of observation form and inventory questionnaire (Instructor Resources). (Obj. 2)
5. Discuss the advantages and disadvantages of using observation, questionnaire and/or interview method for completing a job analysis (Obj. 3)
6. Have class members work in groups of 2 to 3 to outline steps a supervisor might take to develop job descriptions and job specifications. For both a job analysis should be completed first. Responses for job description should include date of writing, is written for position, is task

oriented, includes a summary of tasks and how employees fit on organization chart. For the job specifications, again the date is included; it is written for the position; includes needed skills, education and experience; includes effort , i.e. mental (adjust recipes); responsibilities (prepare 150 meals 2 times a day); job conditions (work in heat). (Obj. 4)

7. Have class members work in groups of two to evaluate the job description in Activity 4. Have class members complete Activity 5, preparing a job description, in FSM Study Course. (Obj. 4, 5)

8. Have class members evaluate the sample job specification in Activity 6, FSM Study Course before they prepare a job specification, Activity 8 in FSM Study Course. (Obj. 4, 5)

9. Have class members write or review current job description,
Activity 5 in FSM Study Course. (Obj. 4, 5)

10. Develop job descriptions and specifications, Activity 9 in FSM Study Course. (Obj. 4, 5)

11. Evaluate job descriptions and specifications from each facility using the following questions:

    a. Are they complete and accurate?

    b. Are they up-to-date?

    c. Do they include necessary information?

    d. Do they include job related information?

    e. Are they specific enough to differ from other jobs (Obj. 5)

Class Member Resources

Food Service Management Study Course Chapter 3.

Copies of observation form and job inventory questionnaire.

Copies of job descriptions and specifications from their facilities.

Instructor Resources

Food Service Management Study Course Chapter 3.

Transparency: For use in Learning Activity 1.

Suggested Evaluation

The class members will show their ability to:

Describe purposes of job analysis, description and specification (Obj. 1)

State the process for completing a job analysis (Obj. 2)

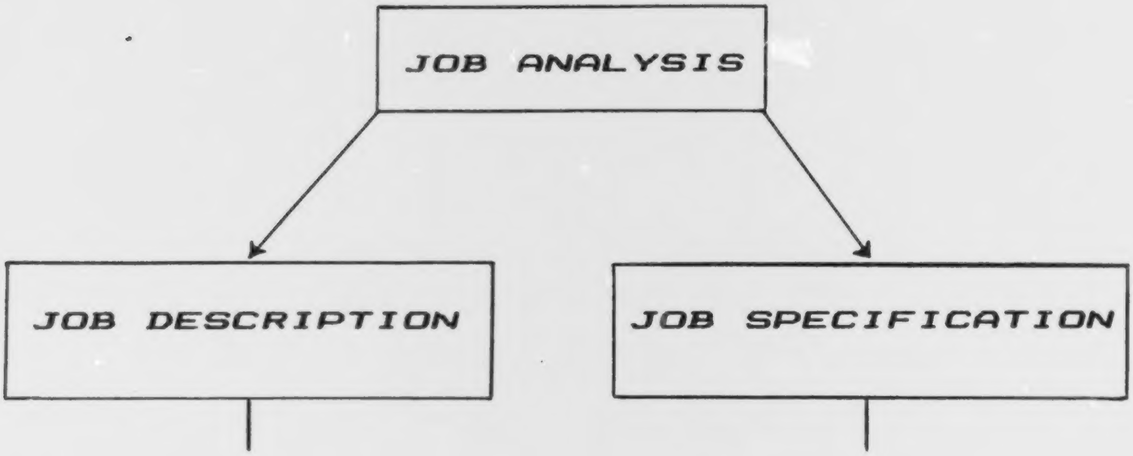
Describe the differences between the various methods of doing a job analysis (Obj. 3)

Define contents of a job description and specification (Obj. 4, 5

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 19, 22, 24 in FSM Study Course

Learning Activity 5 - p. 21 in FSM Study Course


JOB ANALYSIS
JOB DESCRIPTION
JOB SPECIFICATION

Job Inventory Questionnaire

Sample.

Task List (What is done)	Task Performed (Yes No)	Time [1] Spent	Significance [2] to Job	Skills Required	Difficulty [3] Level	Supervision Required? (Yes No)

1. 1 = very little, 2 = less than average, 3 = average, 4 = above average, 5 = whole lot
2. 1 = not part of job, 2 = minor part, 3 = substantial part, 4 = major part, 5 = most significant part
3. 1 = very easy, 2 = somewhat easy, 3 = medium, 4 = somewhat difficult, 5 = very difficult

Job Observation Form

Sample

Employee ______________________ Date ___________

Job Title ________________ Department ____________

Observer _________________

Task	Amount of Time	Task	Amount of Time

4. RECRUITING AND SELECTING

Objectives

1. Identify sources for recruiting employees.
2. Identify legal considerations related to recruiting and hiring employees.
3. List the primary objectives of interviewing.
4. Outline essential elements of the interview process.
5. Describe food service supervisor's role in recruiting and interviewing possible employees.
6. Describe effect of pitfalls during interview process.

Learning Activities

1. In groups of 2 or 3 have class members generate possible sources for recruiting food service employees in their geographical area. Using ideas, complete the transparency of internal/external sources (Instructor Resources). (Obj. 1)
2. Evaluate a job ad using Activity 7 in FSM Study Course. Next have class members write an ad for a job in their facility to be used in a local newspaper. Exchange ads among the class members for peer evaluation. (Obj. 2)
3. Using the application form in the Instructor Resources, analyze it for both illegal questions and completeness using Table A-1, Recruiting and Interviewing Guidelines, Food Service Management Study Course. (Obj. 2)
4. Review job application form used in facilities, Activity 6 in FSM Study Course. Are all questions job related? Are there any questions that are illegal? (Obj. 2)
5. Discuss the implications of the major regulations that govern equal employment opportunities. Responses may include: Must not consider age, sex, race, handicap, national origin, religion when selecting employees. (Obj. 2)
6. Review policies and procedures for selecting new employees, Activity 5 in FSM Study Course. (Obj. 2, 3, 4)
7. Discuss list of Sample Interview Questions and Sample Open-ended Questions from Instructor Resources using transparency. (Obj. 2, 4)

8. Using the pairs of questions from Instructor Resources, identify those questions that are good and those that are not. (Obj. 2, 4)

9. Discuss the relationship between the supervisor's adequate preparation for the interview and the effectiveness of interviewing as a selection tool. For example, planning should identify key questions to ask of each interviewee; avoid illegal questions; and give a structure format to the process. (Obj. 2, 5)

10. Using chalkboard, flip board or overhead, list primary objectives of interview. Responses should include: Get the best person for the job; not necessarily most qualified (may be overqualified and not be satisfied with job).

    Sell the facility as a place of employment

    Provide information to employee on which to base decision if job offer is made

    Create a feeling of goodwill

    Establish basis for working relationship (Obj. 3)

11. Show film "More Than A Gut Feeling" which illustrates how to conduct an effective interview. (Obj. 3, 4, 5)

12. Discuss Activity 1, case study, in FSM Study Course. (Obj. 4, 5)

13. Discuss Activity 2, conducting an interview, in FSM Study Course (Obj. 4, 5)

14. Role play the interview process using Activity 4 in FSM Study Course. Have class members critique the role playing. Using class discussion, identify strengths and weakness of role play interview. (Obj. 4, 5)

15. Have class members practice interviewing with a co-worker. The suggested role play (Instructor Resources) format may be used. Review strengths and weakness. (Obj. 4, 5)

16. Discuss the effects of various interviewing pitfalls. (Obj. 6)

Class Member Resources

Food Service Management Study Course, Chapter 4.

Application form(s) used in food service department.

Copy of application form from Instructor Resources.

Department policies and procedures for recruiting and selecting new employees.

Activity: Pairs of Interviewing Questions.

Instructor Resources

Food Service Management Study Course, Chapter 4.

Transparency: Sources to use with Learning Activity 1.

Copy of application form to use with Learning Activity 3 .

Role play description sheet.

Transparency: Sample Interview Questions.

Handout: Sample Open-ended Questions.

Interviewing questions for use in Learning Activity 8.

Film "More Than A Gut Feeling", 30 min.; Available through community colleges from ISU Media Resources, Pearson Hall, Ames, IA 50011. (Available through Community Colleges)

Suggested Evaluation

The class members will show their ability to:

List 3 internal and 3 external sources of applicants (Obj 1).

Analyze questions and application forms for EEO (Obj. 2).

List 5 primary objectives of interviews (Obj. 3).

Evaluate interview process (critique of role play using appropriate justification) (Obj. 4, 5)

Describe 3 pitfalls of interviewing process (Obj. 6).

Sources of Information for Selected Learning Activities

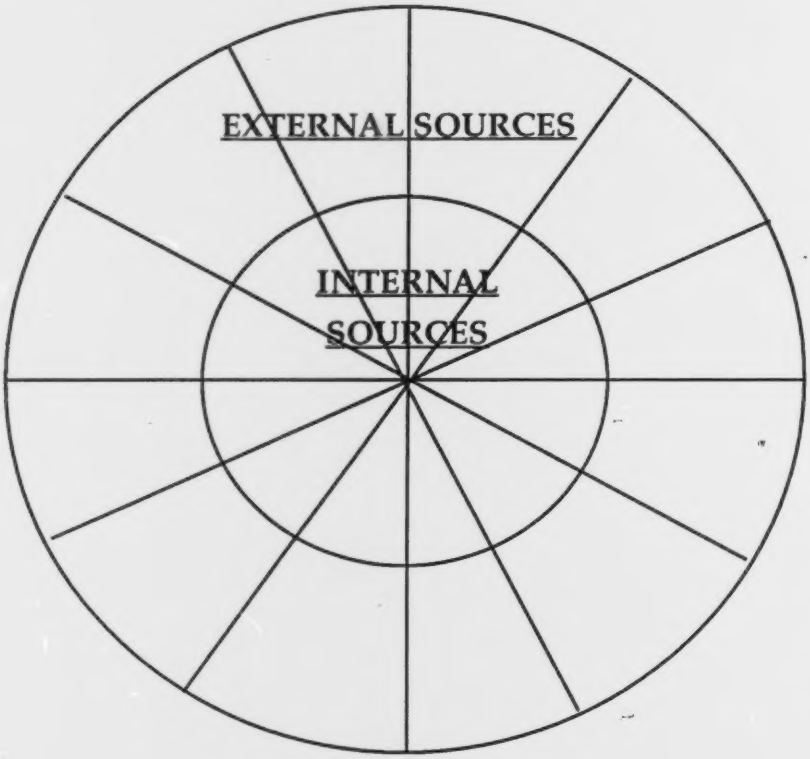
Answers to pairs of interviewing questions, Learning Activity 8:

1. b   2. a   3. b   4. a   5. b

6. b   7. a   8. b   9. b

Learning Activity 16 - p. 38-39

SOURCES OF EMPLOYEES


EXTERNAL SOURCES
INTERNAL SOURCES

Application for Employment
West Care Nursing Facility
Wherever, Iowa

Please read the application form
and answer all questions completely.

Date of Application __________

Position: **Head Cook**

PERSONAL

Name ____
Last First Middle

Address ____

Do you own or rent your home? __________

Telephone ( ) - __________

Social Security Number __________

Date of Birth __________

Marital Status __________

Sex ____ Male ____ Female

Number of Children __________

Date available for work __________

Expected Salary __________

Hours/Days not available for work ______________________________

Have you ever applied here before? __________

If yes, when? __________

Do you have any relatives who currently work here? ____ Yes ____ No

Are you a U.S. citizen? ____ Yes ____ No

Place of birth ____________________

If employment is offered, can you submit verification of your legal right to work? Yes ____ No ____

Have you ever been convicted of a crime? Yes ____ No ____

Do you have any physical handicaps limiting your ability to perform the job for which you are applying? Yes ____ No ____

If so, describe handicaps and work limitations ______________________________

What can be done to accommodate your limitations? ______________________________

Special skills or qualifications:
Machines and equipment you can operate: ______________________________
Other skills, training or qualifications: ______________________________

EDUCATION

	Name and Location of School	Course of Study	No. of Years Completed	Date of Graduation	Degree
Elementary		-	-	-	-
High School		-	-	-	-
College		-	-	-	-
Other (specify)		-	-	-	-

PRIOR EMPLOYMENT

List last four employers starting with the most recent first.

Date Month and Year	Name and Address of Employer	Salary	Position	Reason For Leaving
From To				
From To				
From To				
From To				

REFERENCES

Please list two personal and two employment references:

Name	Relationship	Address	Telephone

Referral source:

In Case of an Emergency, Please Notify:
Name
Address
Phone

"I certify the information provided on this application for employment is true and complete to the best of my knowledge. I understand that, if employed, any false statements will be grounds for dismissal. Therefore, I authorize the investigation of all statements and references. Also, I realize the service - oriented nature of your company and I am interested in adding to your reputation for superior service."

Signature

OFFICE USE ONLY:
Position
Department
Start Date Salary
Approved by
Date

Interviewing

Role Play

Have class members work in groups of three to role play an interviewing situation.

One member is the interviewer and should complete the following steps:

1. Put applicant at ease.
2. Ask legal questions.
3. Ask questions in clear, concise manner
4. Ask open-ended questions.
5. Ask for specific examples, not hypothetical examples.
6. Use interview questions that will start applicant talking.:
7. Probe by asking additional questions after getting a response.
8. Ask for and answer applicant's questions.
9. Bring interview to closure.

One member is the applicant and should do the following:

1. Respond realistically to questions.
2. Provide thoughtful responses to questions, allowing for interviewer to practice probing.
3. Ask interviewer questions about the organization.

The third member is an observer who reacts to whether the interviewer accomplished all the steps as indicated above. The observer also might respond to the applicant's part in the interview role play. The intent of the observer's comments is to help the class member feel more comfortable about the interview process.

SAMPLE INTERVIEW QUESTIONS

1. Tell me about yourself. . .Why did you choose this type of work?
2. What were the circumstances concerning your leaving?...Why are you giving up your present job?
3. You mentioned you enjoyed your last job. What did you enjoy best? Least?
4. What kind of people annoy you most?
5. Why do you think the company should hire you?
6. What do you expect from the company that hires you?...How can we meet your needs?
7. What are two things you wish to avoid in the next job?
8. What is your greatest strength for this job?
9. What will your last supervisor tell me are your two weakest areas? Your two strongest areas?
10. What do you plan to be doing five years from now? What are your long range goals?...Short range goals?

11. How does this job relate to your plans?
12. If you could have made two improvements in your last job, what would they have been?
13. What did you do when your supervisor made a decision with which you strongly disagreed?
14. What are your plans for self-improvement?
15. What motivates you?
16. Are you more comfortable following or leading?...Why?
17. Do you work better in a group or alone?...Why?
18. What qualities would you look for if you were hiring someone for this job?
19. What is most important to you about your job?
20. What kind of working environment do you prefer?
21. What leadership skills do you possess?
22. How should a manager interact with subordinates?

Sample Open-Ended Questions

Work Experience

1. How did you originally get your job with the XYZ Company?

2. Will you describe your present responsibilities and duties?

3. What were some of the things you particularly enjoyed when you were working for the ABC Company?

4. What did you enjoy least?

5. What do you consider to have been your major accomplishments at the XYZ Company.

6. What were some of the setbacks and disappointments you experienced, or things that turned out less well? Tell me about them.

7. Tell me about the personal progress you made while working at the XYZ Company.

8. Looking back at the time spent with ABC Company, what do you feel you have gained from your association with them?

9. In what way did your job change since you originally joined the company?

10. What were your reasons for leaving the XYZ Company?

11. How would you describe your present/past supervisor? What do you consider to have been his/her major strengths and limitations?

12. In the past, for what things have your supervisors complimented you, and for what have they criticized you?

13. How do you think your present/past supervisor would describe you?

14. What were some of the things about your job that you found more difficult to do?

15. What were some of the things about which you and your supervisor disagreed?

16. What is your impression of your present/past company?

17. If you want to work for our company, what contributions do you think you could bring?

18. What do you expect from a company that you work for?

19. Have you had any additional training or education since graduating from high school?

Personal Factors

1. In general, how would you describe yourself?
2. What do you regard to be your outstanding qualities?
3. What do you regard to be some of your shortcomings?
4. In which areas do you feel you would like to develop yourself?
5. What traits or qualities do you most admire in someone who is your immediate supervisor?
6. What has contributed to your career success up to the present time?
7. What disappointments, setbacks, or failures have you had in your life?
8. What are your long range goals and objectives?
9. What kinds of situations or circumstances make you feel tense or nervous?
10. Are there any positions for which you should not be considered due to health?
11. Describe your working relationship with people you worked with on a daily basis?
12. What were some major problems or decisions you have had to make in your life and career?
13. If you had it to do all over again, what changes would you make in your life and career?
14. In considering joining a company, what are some of the factors that you take into account?
15. What are some of the things that are important to you in a job?
16. What would you want in your next job that you are not getting now?

17. What kind of position would you like to hold in five years? In ten years?

18. What do you like to do during recreational and leisure-time?

FINALLY, BE SURE TO ASK THESE QUESTIONS:

Are there any additional aspects of your qualifications we have not covered that would be relevant to the position we are discussing?

Are there any questions about this position I can answer for you?

Interviewing Questions

1. a. Was there anything you disliked about your last job?
   b. What did you like least about your last job?

2. a. Describe the working environment of your last job.
   b. Was there a positive work environment in your last job?

3. a. Were there any rules or procedures you refused to follow?
   b. Tell me about a rule that you found hard to follow. What did you do?

4. a. Tell me about the time you had to gain the cooperation of co-workers who you were not supervising.
   b. Do you think you will be able to get cooperation from other employees and supervisors in the facility?

5. a. Is your spouse employed?
   b. Tell me about how you met a deadline for a job project.

6. a. Have you ever disagreed with your supervisor?
   b. Tell me about an incident in your last job that caused a conflict with your supervisor/manager. How did you smooth it out?

7. a. Describe how you handled an argument or disagreement you had with someone you supervise about how to do a task.
   b. Have you ever disagreed with someone you supervise about a task they had to perform?

8. a. Would you work weekends or holidays, if necessary?
   b. Tell me what you do in your current job when you can't meet your planned schedule.

9. a. Do you have children at home that would need special arrangements if you had to attend a staff meeting right after work?
   b. How do you feel about unpredictable schedules when you are required to attend a meeting after work at unscheduled times?

5. ORIENTATION AND TRAINING

Objectives

1. Describe the benefits of orienting and training employees.
2. List information that is required for an effective orientation and training.
3. Describe the supervisor's role in orienting and training employees.
4. Plan and evaluate orientation programs used with new employees.
5. Describe the three phases of training.
6. Evaluate different methods used for training employees.
7. Plan and evaluate training programs used with new and old employees.

Learning Activities

1. List benefits of training, Activity 2 in FSM Study Course. (Obj. 1)
2. Identify administrative points that are not covered by personnel during an orientation to the organization. Note: May want to use Sample Orientation Checklist as a basis for discussion. (Obj. 2)
3. Develop a department orientation checklist, Activity 1 in FSM Study Course. (See Sample Orientation Checklist in Class Member Resources). (Obj. 2)
4. Using chalkboard, flip chart or overhead, list factors to cover in an orientation program. (Obj. 2)
5. Develop a training skill checklist, Activity 3 in FSM Study Course. (Obj. 2)
6. Write a program for orientation at own facility. (Obj. 2, 4)
7. Using overhead, discuss qualities of a good trainer (Instructor Resources). (Obj. 3)
8. Discuss the statement: Some people have no desire to learn anything new, i.e. learning about time and motion economy. (Obj. 3)

9. Have class members work in small groups 3-4 to analyze the West Care Center orientation case (Class Member Resources). After discussion (about 10 minutes) have class members share responses with class. May include comments such as need to ensure trainer is qualified and not demonstrating inappropriate behavior, trainer needs time to do adequate job, evaluation of effectiveness of training needs to be done. Strengths may include getting to know the supervisor, tour, meet other employees, given policies/procedures, time to ask questions. Weakness are getting acquainted with break room, too much time for reading policies/procedures, wasted time, having the wrong person show the "ropes". Improvements could include spreading it out over several days; using a checklist, having employee sign document, structure orientation to meet employee needs. (Obj. 3, 4)

10. Discuss the Fieldcrest Home training case (Class Member Resources) as a class using the questions at the end of the case. (Obj. 3, 6, 7)

11. Role play training an employee on setting tables using work simplification. Have class members 1) develop a list of steps that need to be demonstrated and discussed; 2) determine way to teach information; 3) role play training another class member. Have class members critique the role play using information from reading and class discussion. (Obj. 3, 7)

12. Have class members administer the Sample Orientation Evaluation to a recent new employee. (Obj. 4)

13. Have class members develop an orientation evaluation form for use in their facilities. (Obj. 4)

14. Evaluate facility orientation and training of employees. (Obj. 4, 7)

15. Develop training objectives, Activity 6 in FSM Study Course.(Obj. 5, 7)

16. Discuss importance of: 1) Demonstrating tasks rather than using words only to describe the tasks, and 2): Having workers perform the steps during training to show they understand their tasks. (Obj. 6)

17. Discuss the statement: The best way to train employees is to put them into the job immediately and let them make mistakes. This attitude could cause many inadequately trained employees. There appears to be little commitment to employees, and making mistakes may have a negative effect on most employees. (Obj. 6)

18. Using the transparency, discuss the four steps of a training method. (Obj. 7)

19. Plan an in-service training program for current employees. Ideas may be for use of a new product, new equipment, safety. (Obj. 7)

Class Member Resources

Food Service Management Study Course, Chapter 5

Case: West Care Center

Case: Fieldcrest Home with questions

Orientation and training programs from facility

Sample Orientation Evaluation

Sample Orientation Checklist

Instructor Resources

Food Service Management Study Course, Chapter 5

Transparency:Four steps of training methods for use in Learning Activity 18

Transparency: "A Good Trainer Should be.." for use in Learning Activity 7

Suggested Evaluation

The class members will show their ability to:

List 5 benefits of orienting and 5 benefits of training employees (Obj. 1)

Evaluate the checklist developed for department orientation (Obj. 2)

Evaluate the training role play using appropriate justification (Obj. 3)

Evaluate orientation plan for new employees (Obj. 3, 4)

Evaluate training plan for current employees (Obj. 3, 7)

Describe the 3 phases of training (Obj 5)

Describe the different methods used for training (Obj. 6)

Plan in-service training program incorporating methods learned in class (Obj. 7)

Sources of Information for Selected Learning Activities

Learning Activity 18 - p. 49-51 in FSM Study Course

SAMPLE ORIENTATION EVALUATION

Please answer the following questions about your Orientation.

1. Was the length of the orientation

   _____too long? _____too short? _____just right?

2. How did the order of the topics seem to you?
3. Was the material discussed in enough detail?
4. What activities did you find useful?
5. What activity seemed confusing?
6. Were you able to meet co-workers?
7. How would you change any part of the orientation?
8. Any suggestions or comments?
9. Was the way the information was presented interesting?
10. How comfortable did you feel at the end of the orientation period?

    _____Very Comfortable _____So-So _____Uncomfortable

    _____Poor

Overall reaction

_____Excellent _____Above Average _____Average

_____Below Average

ORIENTATION CHECKLIST

EMPLOYEE NAME______________DEPARTMENT______________HIRE DATE______

The items listed below should be explained to the employee during the first week of employment. Indicate date the employee was informed about each item; and when all items have been covered, have the employee sign the form. Supervisor must sign the form and make sure it gets to the employee's personnel file.

		DATE EXPLAINED
1.	Probationary period explained	
2.	Entrance and exit to building	
3.	Parking	
4.	Objectives and philosophy of facility	
5.	Copy of organization chart	
6.	Policies and procedures	
7.	Job description	
8.	Time card or sign in procedure	
9.	Pay procedures	
10.	Benefits, insurance	
11.	Days and hours of work, breaks	
12.	Schedules - where and when posted	
13.	Overtime policy and procedures	
14.	Holiday, vacation	
15.	Meal privileges, time, locations, cost	
16.	Uniform procedure	
17.	Locker	
18.	Call-in procedure for absence, tardiness	
19.	Safety and fire procedures	

20. On-the-job accident reporting procedure ______
21. Emergency procedures ______
22. Lost and found procedure ______
23. Standards and conduct ______
24. Skill training ______
25. Performance evaluation standards ______
26. Salary reviews and increases ______
27. Promotion opportunities ______
28. Sick leave policy ______
29. Leaves of absence ______
30. Employee of the month program ______
31. Location of bulletin boards ______
32. Complaint or grievance procedure ______
33. Union membership requirements, if any ______
34. Tour of department ______

COMMENTS:

I have explained all of
the above to the employee.

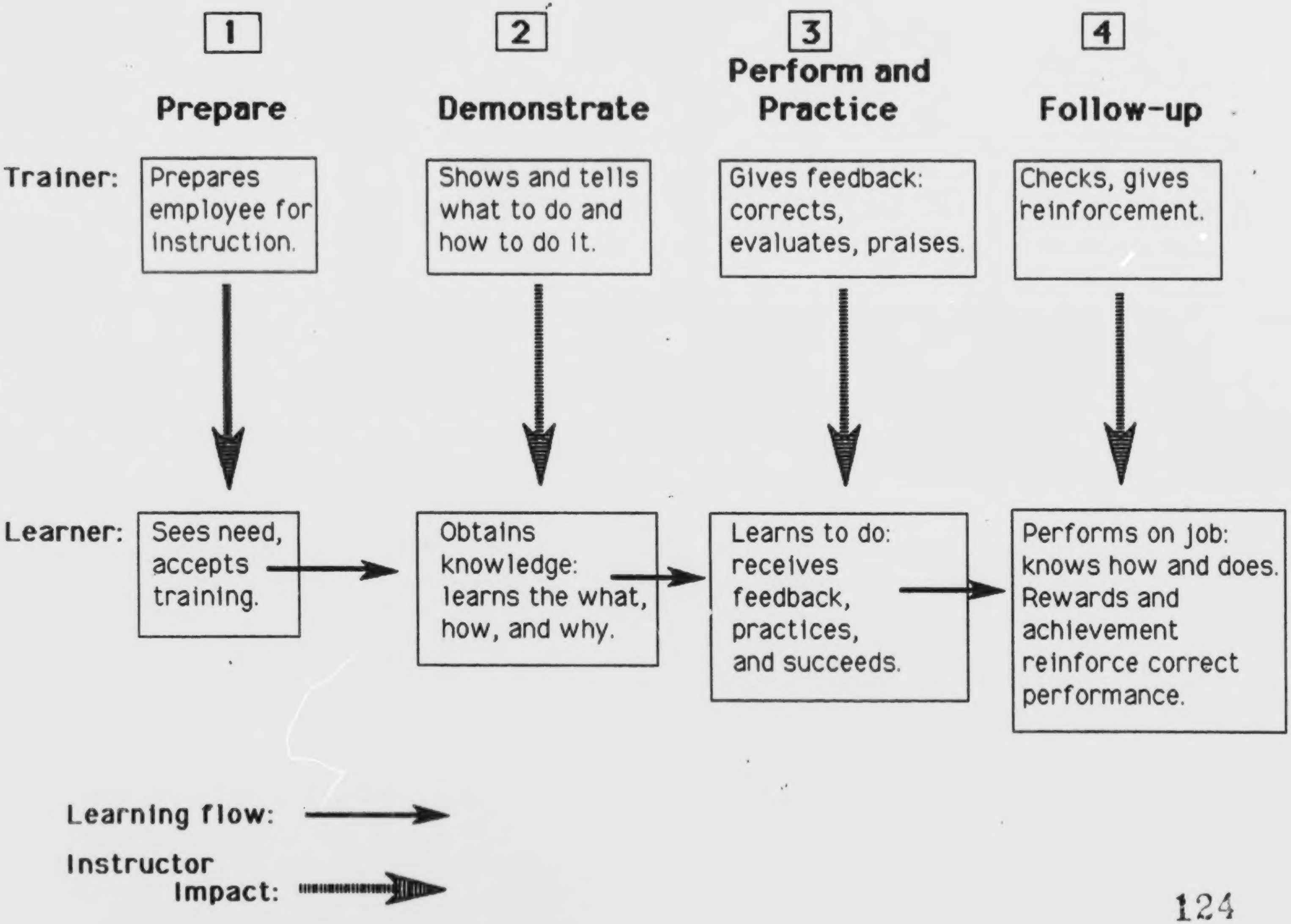
I acknowledge that all
the above have been
explained to me.

______
Signature of Supervisor

______
Signature of Employee

______
Date

TRAINING EMPLOYEES



	1 Prepare	2 Demonstrate	3 Perform and Practice	4 Follow-up
Trainer:	Prepares employee for instruction.	Shows and tells what to do and how to do it.	Gives feedback: corrects, evaluates, praises.	Checks, gives reinforcement.
Learner:	Sees need, accepts training.	Obtains knowledge: learns the what, how, and why.	Learns to do: receives feedback, practices, and succeeds.	Performs on job: knows how and does. Rewards and achievement reinforce correct performance.

Learning flow: →

Instructor Impact: ⇛

A GOOD TRAINER SHOULD BE:

- Knowledgeable of job skills
- Knowledgeable of employee's abilities and skill levels
- Objective
- Enthusiastic and interested
- Understanding, and accepting differences in people
- Able to put employees at ease
- Patient
- Good at communicating
- Logical, organized, good at planning
- Tactful, cooperative, and helpful
- Sincere and honest
- Unselfish and non-competitive
- Fair, showing no favoritism
- Friendly
- Someone with a good sense of humor
- Someone who takes pride in his or her own work
- Someone who gives attention to detail, accuracy, and neatness
- A good role model

West Care Center

Orientation Case

The West Care Center breathed a sigh of relief. They had been looking for an assistant cook for several weeks. After lots of advertising, several interviews, and screening of references, the position was filled.

On Monday morning, Kelly arrived at work. The food service supervisor met Kelly and took Kelly to her office for coffee. They spent one hour getting acquainted. Kelly was then given a tour of the center and introductions were made to all the food service staff and all the department supervisors.

Kelly was shown the staff lunchroom and informed that some would come to fill out the necessary forms. Several food service employees invited Kelly to join them at lunchtime. Except for the few minutes Kelly spent filling out forms, the rest of the time until lunch was spent getting acquainted with the break room and visiting with any employees who came in during break.

After lunch Kelly was given copies of the policy and procedure manual. "Take your time, and once you have gone through this, we'll get to work", Kelly was advised. About 1 1/2 hours later, Jerry, a food service worker introduced himself to Kelly. Kelly followed him to the kitchen and learned how to "get along well" with the kitchen workers. He went over details of the job. He assured Kelly that the assistant cooks job was easy and that the best way to learn the job was to learn from mistakes. The remainder of the day, Kelly was told how easy it was to goof off around there.

The next morning the supervisor asked Kelly if there were any questions about the policies and procedures. The supervisor encouraged Kelly to communicate concerns anytime there was a problem. Questions about the facility were answered. Kelly went to the kitchen to begin assisting the cook.

Questions:

1. Discuss the orientation's strengths. Why do they help the employee become acquainted with the facility?

2. What are the orientation's weaknesses? How do they hinder the orientation process?

3. How would you improved the effectiveness of the orientation?

Fieldcrest Home

Training Case

Fieldcrest Home uses on-the-job training program. Employees are briefly oriented in 2-to-3 hours about the facility and department. A senior employee then shows the new employee the job. If the employee does not learn the job within 5 days, it is assumed the employee may not be capable of working at the home.

Evaluate Fieldcrest's training program.

What concerns would you have?

What might be some reasons the employee would not learn the job? Might learn the job incorrectly?

What, if any, changes would you suggest?

6. PERFORMANCE EVALUATION

Objectives

1. Explain importance of performance evaluation.
2. Describe supervisor's role in conducting performance evaluation.
3. Describe the difference between formal and informal evaluation.
4. Define performance standards as a basis for performance evaluation form and conference.
5. Describes the three steps of the performance evaluation process.
6. Develop an awareness of common mistakes to avoid in performance evaluation.
7. Conduct a performance evaluation conference.

Learning Activities

1. Discuss the purposes of performance evaluations (Obj. 1)
2. Discuss why supervisors do not look forward to evaluating employees. They don't understand performance evaluation as a process to develop employees, but rather as a judgment; they are not trained to do an evaluation. (Obj. 1, 2)
3. Using transparency, The Performance Development Cycle (Instructor Resources) discuss ways to ensure performance evaluation is used to: 1) help employee develop and 2) minimize defensiveness. (Obj. 1, 2)
4. List characteristics of the "ideal" evaluator. (Obj. 2)
5. Review use of critical incident file. (Obj. 2)
6. Have class members describe experiences in evaluating performance with recommendations for how the evaluation could improve. (Obj. 2, 5, 6)
7. Develop a checklist for getting ready for performance evaluation. Include such things as: Was employee told of the evaluation? Was a private, quiet place used for the conference? Was the supervisor honest? Was the evaluation form shared with employee? Was information from others obtained to use in the evaluation? (Obj. 2, 7)

8. Discuss the difference between formal and informal performance evaluation. When should each be used? What are the benefits of each? Formal is periodically scheduled conference for all employees, evaluates improvement, provides formal record. Informal is ongoing day-by-day, concentrates on outstanding or weak, has no formal planning. (Obj. 3)

9. In groups of 2 or 3, develop performance standards to be used to evaluate a cook in a food service operation. (Obj. 4)

10. Using performance evaluation forms from facilities or ones supplied by the instructor, have class members evaluate the evaluation instrument. (Obj. 4)

11. Evaluate performance review checklist, Activity 2 in FSM Study Course. One common mistake is to use an inappropriate evaluation form. (Obj. 4, 6)

12. Discuss with class the three steps of performance evaluation (Obj. 5)

13. Using transparency, discuss common errors of performance evaluation (Instructor Resources) (Obj. 6)

14. Using overhead, flip chart or blackboard, list common errors of performance evaluation and discuss ways to avoid them in evaluation. The list should include such things as, planning the conference, giving the employee a copy of the evaluation form (hopefully at orientation) prior to the interview, scheduling a quiet place, obtaining examples of work from other employees etc. (Obj. 6)

15. Show film, "Who Wants to Play God?" Presents an employee performance review with the goal of improvement. Includes good and bad examples of evaluation sessions. Or, show videotape, "Conducting a Performance Appraisal". Shows how to conduct a proper performance appraisal for benefit of employee and employer. (Obj. 2, 6, 7)

16. Role play Rolling Hills Care Center case (Instructor Resources). Class members can work in groups of three, with one class member as the evaluator, one as the employee and one as the observer who critiques the weakness and strengths of the evaluation conference. The role playing could take place before the class with class members critiquing (Obj. 2, 4, 6, 7)

17. Performance evaluation, Activity 1 in FSM Study Course. (Obj. 6, 7)

Class Member Resources

Food service Management Study Course, Chapter 6

Evaluation forms used in facility

Instructor Resources

Food Service Management Study Course, Chapter 6

Film, "Who Wants to Play God?", 22 min.; or "Conducting a Performance appraisal"; available from Iowa State University Media Center, Pearson Hall, Ames, IA 50011 (Available through Community Colleges)

Case for role play

Transparency: Performance Evaluation Cycle for use in Learning Activity 3

Transparency: Common errors of performance evaluation for use in Learning Activity 13

Suggested Evaluation

The class members will show their ability to:

List 3 purposes of performance evaluation (Obj. 1)

Describe performance evaluation experience using concepts covered in class (Obj. 2, 7)

Compare and contrast informal and formal evaluation (Obj. 3)

Evaluate performance evaluation form (Obj. 4)

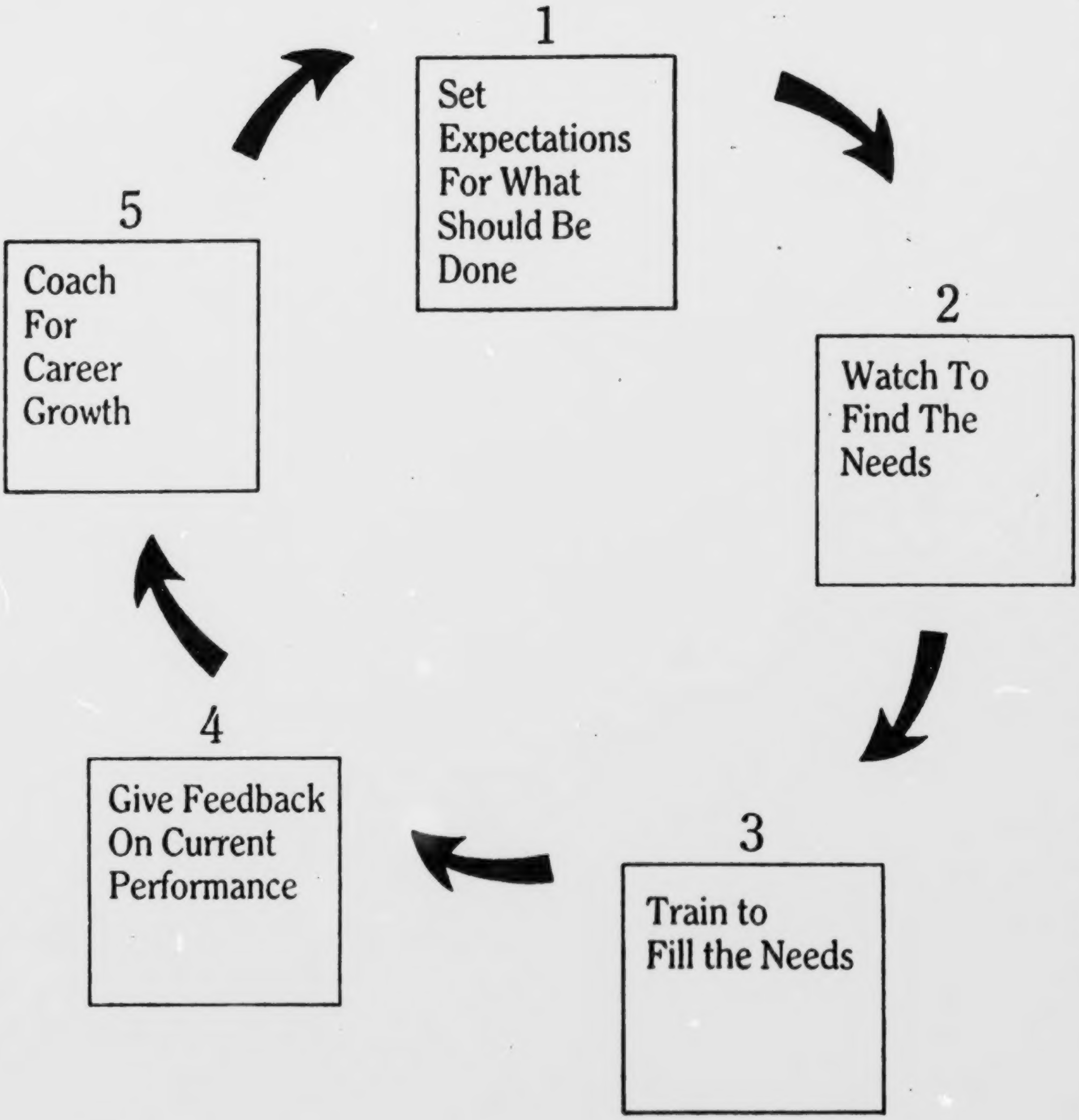
Describe the three steps of performance evaluation process

List 5 common mistakes and 5 errors to avoid in performance evaluation (Obj. 6)

Sources of Information for Selected Learning Activities

Learning Activity 1	(p. 59 in FSM Study Course)
Learning Activity 5	(p. 60 in FSM Study Course)
Learning Activity 12	(p. 64 in FSM Study Course)

THE PERFORMANCE DEVELOPMENT CYCLE


1
Set Expectations For What Should Be Done
2
Watch To Find The Needs
3
Train to Fill the Needs
4
Give Feedback On Current Performance
5
Coach For Career Growth

COMMON ERRORS OF PERFORMANCE EVALUATION

- Halo effect
- Rating too leniently or too severely
- Rating all employees as average
- Oversimplification
- Use of inappropriate evaluation form
- Biases of supervisor toward evaluation
- Impulsive conclusions
- Expectations beyond job description
- Physical appearance

Performance Evaluation

Role Play

An employee whose yearly review is due has given the supervisor the impression that she feels her work is of high quality and she is expecting a high rating. Her recent reviews have only been average. At the end of last year's review, she expressed dissatisfaction with an average rating and vowed to work hard to bring her rating up. For the first 3 months, the employee was doing an excellent job, but soon after fell back to her average performance. Trouble with her teenage sons has been stressful for her, but she has not missed any work other than being ill for one week two months ago.

The supervisor is aware the employee expects to have a higher rating. However, after reviewing the performance during the past year, it is evident that quality of work has not increased. There has been some increase in the amount of work produced. Your objective is to help the employee develop into a higher quality employee.

Using a rating form from one of the facilities or from the instructor, role play the situation.

7. WORK SIMPLIFICATION

Objectives

1. Explain benefits of work simplification for employees and organization.
2. Discuss supervisor's role in improving work simplification in food service.
3. Use identified steps to simplify a task.
4. Evaluate tasks as a part of work simplification.

Learning Activities

1. Using a chalkboard, flip chart or overhead, list the benefits of work simplification. (Obj. 1)
2. Discuss: What is the objective of work simplification? (Obj. 1)

   What roles do employees play in work simplification, i.e. provide valuable input on ways to do it better, faster. (Obj. 1)

   Why should a supervisor be interested in work simplification? Improve production, reduce fatigue, safer work place. (Obj. 2)
3. Show work simplification slides which illustrate making sandwiches efficiently. (Obj. 1, 2)
4. Discuss time and motion economy using Edward Bear transparency (Instructor Resources). (Obj. 1, 2, 4)
5. Have class members simplify tasks using suggested steps in reading, Activity 1 in FSM Study Course (Obj. 3)
6. Review tasks performed, Activity 2 in FSM Study Course. (Obj. 2, 3, 4)
7. Using a "set-up" for a task, have each class member find the best way to complete the task. Next compare with class members. An example may be assembly of tossed salad. (Obj. 4)

Class Member Resources

Food Service Management Study Course, Chapter 7

Instructor Resources

Food Service Management Study Course, Chapter 7

Transparency: Edward Bear to relate time and motion economy

Work simplification slides from a Lynn Ross' workshop could be borrowed from Anne Shaner, Western Iowa Tech. Community College

Items needed for "set up" of Learning Activity 7

Book: "Productivity in Food Service" by Lynne Robertson, Iowa State Press, Ames, IA 50011, $12.95

Suggested Evaluation

The class members will show their ability to:

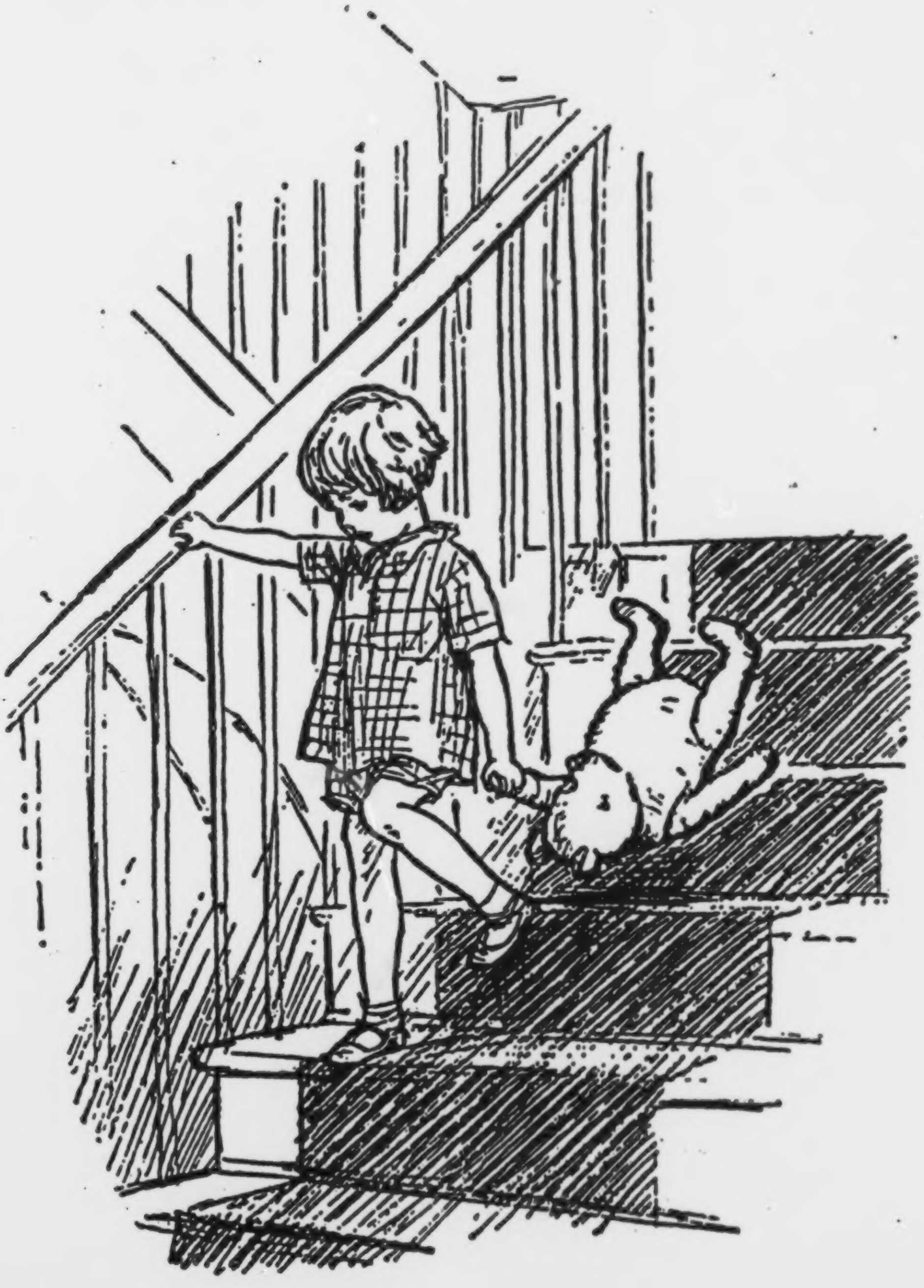
List 5 benefits of work simplification (Obj. 1)

Give appropriate responses to questions in Learning Activity 2 (Obj. 2)

Offer suggestions for simplifying tasks performed on the job in Learning Activity 5, 6 (Obj. 3, 4)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 70-71 in FSM Study Course



Here is Edward Bear, coming downstairs now, bump, bump, bump, on the back of his head, behind Christopher Robin. It is, as far as he knows the only way of coming downstairs, but sometimes he feels that there really is another way, if only he could stop bumping for a moment and think of it.

8. SAFETY PROGRAMS

Objectives

1. Explain importance of safety within the food service organization.

2. Explain supervisor's role in promoting safety in the work place.

3. Provide a safer work environment for employees.

4. Explain "basic facts" about OSSA and how it relates to the supervisor.

Learning Activities

1. Discuss the legal, economical, and moral reasons for safety programs. (Obj. 1)

2. Discuss Work/Employee Centered Safety Actions (Class Member Resources). (Obj. 1)

3. Discuss, in small groups, ways supervisors can affect safety in food service departments even though there is no authority in changing the physical environment. (Obj. 1,2)

4. Discuss what a supervisor should do if employees feel that the safety regulations are a nuisance and slows down their productivity. Discuss, explain, elicit cooperation, discipline; if necessary (Obj. 1, 2, 3)

5. Plan safety program, Activity 2 in FSM Study Course. (Obj. 2)

6. Describe at least 5 ways for reducing accidents in the work place. (Obj. 2, 3)

7. Evaluate safety items in facility, Activity 1 in FSM Study Course. (Obj. 2, 3)

8. Discuss the case study "Who Is Listening?" (Class Member Resources) in small groups or as a class. Some ideas may include: Visit with other supervisors or with selected employees in the department to solicit ideas; have employees take turns giving a 5 minute talk on safety at regularly scheduled meetings; supervisor spend more time reviewing department to find unsafe acts with appropriate discipline to follow; display safety posters throughout the department; develop an award system for the employee with the best safety record; recognize employees for identifying unsafe acts; develop safety committee. (Obj. 2, 3)

9. Plan for organizing a safety committee in each facility. If one exists, review its membership and duties. (Obj. 2, 3)

10. Review safety measures in training, Activity 4 in FSM Study Course. (Obj. 2, 3)

11. Discuss basic requirements of OSHA; its purpose, rights and responsibilities (Instructor Resources). (Obj. 4)

12. Using transparencies in Instructor Resources, discuss OSHA's definitions of recordable incidents and medical treatment. (Obj. 4)

13. Review reporting accidents and injuries, Activity 3 in FSM Study Course. (Obj. 4)

Class Member Resources

Food Service Management Study Course, Chapter 8

Work/Employee Centered Safety Actions

Case: "Who Is Listening?" for group discussion

Instructor Resources

Food Service Management Study Course, Chapter 8

Copy of OSHA Basic Requirements

Transparencies: OSHA for use in Learning Activities 11, 12

Suggested Evaluation

The class members will show their ability to:

List the three main reasons for safety program (Obj. 1)

Provide thoughtful responses to Learning Activity 2, 3, (Obj. 2)

Plan safety programs using concepts covered in class (Obj. 2)

Response to Learning Activity 5 (Obj. 3)

Explain "basic requirements" of OSHA and the expectations of supervisor (Obj. 4)

Sources of Information for Selected Learning Activities

Learning Activity 3 - p. 78 in FSM Study Course

Learning Activity 11- p. 79-80 in FSM Study Course

BASIC REQUIREMENTS OF OSHA

Job Safety and Health Protection

The Occupational Safety and Health Act of 1970 provides job safety and health protection for workers through the promotion of safe and healthful working conditions throughout the Nation. Requirements of the Act include the following:

Employers: **Each employer shall furnish to each of his/her employees employment and a place of employment free from recognized hazards that are causing or are likely to cause death or serious harm to his/her employees; and shall comply with occupational safety and health standards issued under the Act.**

Employees: **Each employee shall comply with all occupational safety and health standards, rules, regulations and orders issued under the Act that apply to his/her own actions and conduct on the job.**

The Occupational Safety and Health Administration (OSHA) of the Department of Labor has the primary responsibility for administering the Act. OSHA issues occupational safety and health standards and its Compliance Safety and Health Officers conduct job site inspections to ensure compliance with the Act.

Inspection: The Act requires that a representative of the employer and a representative authorized by the employees be given an opportunity to accompany the OSHA inspector for the purpose of aiding the inspection.

Where there is no authorized employee representative, the OSHA Compliance Officer must consult with a reasonable number of employees concerning safety and health conditions in the workplace.

Complaint: Employees or their representatives have the right to file a complaint with the nearest OSHA office requesting an inspection, if they believe unsafe or unhealthful conditions exist in their workplace. OSHA will withhold, on request, names of employees complaining.

The Act provides that employees may not be discharged or discriminated against in any way for filing safety and health complaints or otherwise exercising their rights under the Act.

An employee who believes he has been discriminated against may file a complaint with the nearest OSHA office within 30 days of the alleged discrimination.

Citation: If, upon inspection, OSHA believes an employer has violated the Act, a citation alleging such violations will be issued to the employer. Each citation will specify a time period within which the alleged violation must be corrected.

The OSHA citation must be prominently displayed at or near the place of alleged violation for three days, or until it is corrected, whichever is later, to warn employees of dangers that may exist there.

Proposed Penalty:

The Act provides for mandatory penalties against employers of up to $1,000 for each serious violation and for optional penalties of up to $1,000 by each nonserious violation. Penalties of up to $1,000 per day may be proposed for failure to correct violations within the proposed time period. Also, any employer who willfully or repeatedly violates the Act may be assessed penalties of up to $10,000 for each such violation.

Criminal penalties are also provided for in the Act. Any willful violation resulting in death of an employee, upon conviction, is punishable by a fine of not more than $10,000 or by imprisonment for not more than six months, or by both. Conviction of an employer after a first conviction doubles these maximum penalties.

Voluntary Activity:

While providing penalties for violations, the Act also encourages efforts by labor and management before an OSHA inspection, to reduce injuries and illnesses arising out of employment.

The Department of Labor encourages employers and employees to reduce workplace hazards voluntarily and to develop and improve safety and health programs in all workplaces and industries.

Such cooperative action would initially focus on the identification and elimination of hazards that could cause death, injury or illness to employees and supervisors. There are many public and private organizations that can provide information and assistance in this effort, if requested.

More Information:

Additional Information and copies of the Act, specific OSHA safety and health standards, and other applicable regulations may be obtained from your employer or from the nearest OSHA Regional Office in the following locations including:

Chicago, Illinois
Kansas City, Missouri

Telephone numbers to these offices, and additional Area Office locations are listed in the telephone directory under the United States Department of Labor in the United States Government listing.

U.S. Department of Labor
1977

WHAT IS A RECORDABLE INCIDENT?

(OSHA Definition)

Every occupational death

Every non-fatal occupational injury involving:

- **Loss of consciousness**
- **Restriction of work or motion**
- **Transfer to another job**
- **Medical treatment**

Every non-fatal occupational illness

WHAT IS MEDICAL TREATMENT?

(OSHA Definition)

- Medical treatment is treatment administered by a physician or by registered professional personnel under the standing orders of a physician.
- It does NOT include first aid treatment (one-time treatment and subsequent observation of minor scratches, cuts, burns, splinters, etc., which do not ordinarily require medical care) even though provided by a physician or registered professional personnel.

Work Centered	**Employee Centered**
Design hazards out of job	Improve safety performance of people
Job specifications and health standards	Job performance standards
Poor safety is engineering problem	Poor safety is people problem
Unsafe conditions cause accidents Unsafe acts cause accidents	Unsafe acts cause accidents
Concerned with machines, tools, and space	Concerned with attitudes, desires, and morale problems
Scientific and autocratic management	Behavioral and democratic management
Cost conscious	Moral obligation
Physical conditions of work	Psychological conditions of work
Specialization/automation	Task enrichment of work
OSHA compliance	Motivation and education of employees
Top down communication	Bottom up communication
Employees work because they have to	Employees want to become involved in work

Who is Listening?

Safety Case

Several severe accidents have happened late in the food service department. As the supervisor you are very concerned about the accidents. You have just returned from a meeting with your administrator. The conversation went like this:

Administrator: What in the world is happening in the food service department. Are you trying to put all your employees on the worker's compensation?

Supervisor: I have stressed safety continually with all the employees. I can't understand what is happening. They just don't seem to listen or use their heads when working. Its impossible for me to watch all the workers all the time.

Administrator: Not only is this costing a lot of money, but with all these people on leave, who is going to be doing the work? We have a moral and legal obligation to our employees when it comes to safety. Your department's record is terrible, and I want you to do something about it. Maybe you have a new idea to try.

Supervisor: I am not sure what I can do, but give me a couple of days to think about it. I will get back to you by Friday with my plan of action.

Administrator: Good. I will be waiting to hear from you. If there is anything I can do, please let me know.

What is your plan of action going to be?

Quality Control

Objectives

1. Describe standards that apply to high quality food and services.
2. Describe the supervisor's role in quality control of food and services.
3. Evaluate facility's ongoing quality control program.
4. Evaluate quality control forms used in facilities.
5. Evaluate meal service quality in facility.

Learning Activities

1. Evaluate quality standards of meals, Activity 2 in FSM Study Course. (Obj. 1, 2)
2. Discuss case study, Activity 1 in FSM Study Course. (Obj. 1)
3. Develop checklist for quality products, Activity 4 in FSM Study Course. (Obj. 1, 4)
4. Using transparency in Instructor Resources, discuss how the supervisor can influence the quality of products and services in food service departments. (Obj. 2)
5. Discuss forms that can be or are used to record information on sensory qualities, client preference and acceptance. Have class members bring examples of forms. (Obj. 4)
6. Perform a tray test, Activity 5 in FSM Study Course. (Obj. 3, 5)
7. Using the QUIP evaluation form (Class Member Resources), evaluate the meal service in facility. (Obj. 5)

Class Member Resources

Food Service Management Study Course, Chapter 9

Form for recording quality control used in facility

Quality Incentive Program for quality control handout

Instructor Resources

Food Service Management Study Course, Chapter 9

Transparency: Quality Control Checkpoints for use in Learning Activity 4

Forms for recording quality control factors of meals

Suggested Evaluation

The class members will show their ability to:

Explain standards to use in producing high quality foods and services (Obj. 1)

Provide thoughtful responses to Learning Activity 4 (Obj. 2)

Describe results of tray test (Obj. 3, 5)

Discuss response to Learning Activity 5 (Obj. 4)

Share results of QUIP evaluation (Obj. 5)

TEMPERATURES/SUBSTITUTIONS	ADVANCE PRODUCTION
BREAKFAST	
DINNER	
SUPPER	COMMENTS
DISHWASHER WASH RINSE REFRIGERATORS FREEZERS	

Quality Control Checkpoints

Purchasing quality products

Receiving products

Storage
food and supplies

Inventory control

Preparation

Cooking, baking
assembling

Serving product

Quality Incentive Program
Assessment Instrument *

Introduction

The Quality Incentive Program (QUIP) was developed by the Illinois Department of Public Aid for Long-Term Care Facilities. It recognizes and rewards facilities for providing high quality care above and beyond minimum standards to their residents. It also encourages facilities to improve the quality of services they currently provide by specifying measurable objectives for such improvement.

Protocol

Step 1: Visit the area of the meal service area of the facility.

Step 2: Complete the section utilizing the scoring guidelines. Complete and score each item.

Step 3: Total all of the scores and divide the total by the number of times (15)

Step 4: This score is the average score for the meal service area based upon the scale of 0-6. Interpret the score as follows: A raw score of 3.6 or above indicates 60% achievement.

General Scoring Guidelines:

A seven-point scale (0-6) is used to evaluate each of the 15 items in meal service. In general, the scoring will be assigned using the following guide:

0 - substandard, inadequate, unacceptable
1 - adequate, meets minimum standards
2 - adequate, occasionally or intermittently or in small ways exceeds minimum standards
3 - adequate, and in at least one substantive way exceeds minimum standards, though not in consistent fashion
4 - adequate, and in multiple and consistent ways exceeds minimum standards
5 - consistently exceeds standards, though some residents may not benefit; only fails to exceed standards in small areas or in small ways
6 - consistently exceeds standards and demonstrates a continued high level of achievement and innovation in design

Each item will have identified the level of achievement which corresponds to 0, 3, and 6. The evaluator, using the sliding scale above, may assign scores of 0, 1, 2, 3, 4, 5, or 6.

* Adapted from the Illinois Department of Public Aid Program.

DINING AREA AND MEALS

Process — Observe residents dining in the dining room, resident rooms, lounges or wherever residents may eat. The score is representative of the room, meals, and assistance received by most of the residents.

_____(a) Are plates, silverware, glasses, and cups generally free of stains and chips?

6 Table setting and tableware are attractive, colorful and in excellent condition.
3 Table setting and tableware are clean, free of chips and cracks, but unattractive
0 Table setting and tableware are dirty, stained, chipped, or cracked

_____(b) Are floors and tables free of dried foods, crumbs, etc.?

6 Floors and tables are clean with prompt attention to spills, etc.
3 Floors and tables are clean, though spills may not be cleaned promptly
0 Tables or floors are dirty

_____(c) Is there adequate space for wheelchairs in the congregate dining areas?

6 Generous space for all wheelchairs
3 Crowded space allowed for wheelchairs
0 Dining room does not accommodate wheelchairs

_____(d) Are appetizing aromas present?

6 Food smells appetizing
3 The food has no aroma
0 Food is unappetizing and unappealing

_____(e) Are windows, furniture, and light fixtures in the dining areas clean and attractive?

6 Clean and attractive
3 Clean
0 Dirty, not attractive

_____(f) Is the furniture and table arrangement conducive to socialization among residents?

6 Pleasant arrangement promotes socialization for all residents
3 Arrangement does not allow residents to sit in small semi-private groups
0 Arrangement is institutional for the majority of residents

____(g) Is the dining area environment inviting?

6 Special efforts make this room especially inviting
3 Some decorations present
0 The room is institutional and uninviting

_____(h) Is food served at the appropriate temperature (i.e. hot food is served hot and cold foods are served cold)?

6 Consistently
3 Usually, however, some plates or servings are always tepid.
0 Rarely

_____(i) Are most residents eating the majority of each food served?

6 Residents' plates are usually empty at the end of each meal
3 Plates are inconsistently emptied
0 Few plates are empty

_____(j) Are residents who need assistance with meals receiving it?

6 Caring individualized assistance offered
3 Routine assistance offered by an aide to two or more residents
0 Little assistance provided

_____(k) Are seasonings and napkins available to residents to serve themselves, as appropriate?

6 Seasonings and napkins are available for residents to serve themselves, when permitted
3 Seasonings and napkins are not provided for residents to serve themselves; but staff are readily available to serve residents
0 Seasonings and napkins are not available and staff are not readily available to serve residents

_____(l) When applicable, do residents have the opportunity to foster independence by helping themselves to coffee, butter, etc.?

6 Capable residents may serve themselves coffee, butter, etc.
3 Capable residents may not serve themselves coffee, butter, but staff are readily available to serve residents
0 Coffee, butter, etc. are not available on request

_____(m) Are ambulatory residents, who choose to be, dressed in day wear during mealtime?

6 All residents who choose to are dressed in day wear during the mealtime
3 Some residents are dressed in day wear during the mealtime; but all encouraged to be dressed
0 No residents are dressed in day wear during the mealtime. Staff do not encourage dressing for meals

_____(n) At mealtime are residents groomed?

6 All independent residents are well groomed
3 Most residents are well groomed and all are encouraged to be groomed
0 Most resident are not well groomed

_____(o) Are residents assisted with grooming after each meal? Are clean up items nearby and clothing protectors available for use?

6 Residents are clean after mealtime; napkins, cloths, and clothing protectors, etc. are available and in adequate supply for residents' use
3 Some residents are clean after mealtime; however, some are routinely overlooked
0 Majority of the residents leave the dining room with food on their face and on their clothes; there is no evidence that protectors or cleaning cloths are used

10. COST CONTROL

Objectives

1. Describe when principles of food cost control should be used.
2. Describe factors that affect labor cost control.
3. Describe factors that affect operating and overhead cost control.
4. Explain importance of using records in cost control.
5. Describe the supervisor's role in cost control.

Learning Activities

1. Discuss the application of food cost principles. (Obj. 1)
2. Develop criteria to determine cost control, Activity 1 in FSM Study Course. (Obj. 1, 2, 3)
3. Compare current expenses with budgeted expenses to determine differences, Activity 3 in FSM Study Course. (Obj. 1, 4)
4. Use Identifying Labor Costs (Class Member Resources) as a guide for discussion on methods that can be used. (Obj. 2)
5. Discuss the various forms and importance of records used by class members for recording costs of food, labor, and overhead and operating. (Obj. 4)
6. Discuss case study, Activity 2 in FSM Study Course. (Obj. 4, 5)
7. Using budget with real categories and dollars, and shortfalls have class members make action plans on how to adjust budget for the remaining fiscal year. (Obj. 5)

Class Member Resources

Food Service Management Study Course, Chapter 10

Forms used to record food, labor, and overhead and operating costs

Worksheet on identifying labor costs

Instructor Resources

Food Service Management Study Course, Chapter 10

Budget with real categories and dollars and shortfalls

Suggested Evaluation

The class members will show their ability to:

List 4 instances when principles of cost control should be used. (Obj. 1)

List 5 factors of labor cost control (Obj. 2)

List 5 items that are part of the operating and overhead cost controls (Obj. 3)

Explain importance of using records in cost control (Obj. 4)

Provide thoughtful points to case study, Learning Activity 3 (Obj. 4, 5)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 93-94 in FSM Study Course

1. Identifying Labor Costs

What is your labor cost per meal? To determine labor costs you should have accurate figures (time card preferred) for a four week period. Often employee hours will vary from week to week due to sick time or overtime. Record the average number of employee hours worked during the most typical week. Only the time a cook manager spends in food preparation should be included as part of these labor costs. Time spent in managerial functions should not be included here. In calculating your labor costs, include your hourly rate for the time cooking only.

Multiply each employee's hours by his hourly rate. Total this payroll for the week. Now you must know the number of meals served each week (patients and guests). Divide payroll cost by the number of meals served.

Example for one week: PAYROLL COSTS FOR ONE WEEK ONLY

Max Brown	40	hours	x	$4.35	=	$174.00
Jane Doe	40	hours	x	4.75	=	190.00
Mary Smith	40	hours	x	4.50	=	180.00
Sam Black	40	hours	x	4.35	=	174.00
Mary Nice	24	hours	x	4.25	=	102.00
Susan Jack	24	hours	x	4.25	=	102.00
Steve Jones	24	hours	x	4.35	=	104.40
	232					$1026.40

MEALS SERVED FOR ONE WEEK ONLY

Number of patients	60
Number of meals served per week	21
Patient meals wk. (60) (21)	1260
(Other Meals)	
Guest meals	14
TOTAL MEALS	1274

LABOR COST PER MEAL

1274 meals require a labor cost of $1026.40
Labor cost per meal = $1026.40 ÷ 1274 = $.81 per meal

The cost of Social Security, Workman's Compensation, unemployment insurance and fringe benefits such as sick time and vacation are not included in the labor cost of $.81 per meal. However, these additional costs cannot be ignored.

2. Another Method of Looking at Labor Costs

Another rule of thumb is that 12 minutes of labor are an average time to produce a meal.

Example:

a. 60 bed facility required 12 minutes of labor/meal.

b. Each patient received 3 meals which require (12 minutes) (3 meals) = 36 minutes of labor time/patient per day.

c. The minutes of labor for 60 patients = 2160 minutes.
(60 patients) (36 minutes)

d. Each full time employee works 8 hours per day and equals 1 full time employee equivalent.
(8) (60 minutes) = 480 minutes

e. Therefore, 2160 + 480 = 4.5 full time employee equivalents per day.

f. Adjustment for days off:

4.5 full-time equivalents work each day.

4.5 full-time equivalents can work (4.5) (5 day work week) = 22.5 full time equivalents per 5 day week.

To project a 7 day staffing pattern-
4.5 x 7 = 31.5 full time employee equivalents per week.
31.5÷4.5 = 6.3 full time employee equivalents per week.

Therefore, in any given week, you will need 6.3 full time employee-equivalents to complete your staffing pattern. This allows for 7 day coverage for the employee 5-day work week. On any given day you will need 4.5 full time employee equivalents.

Remember, more than one part time employee is needed to make a full time equivalent. Often, more names will be carried on the staffing pattern than the indicated 6.3 full time equivalents because of part time workers.

The food service presented in the example only uses 5.8 full time employees. More efficient production techniques, a simpler menu or more efficient layout and equipment can all influence staffing patterns.

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Shared by: Anne Shaner

11. COMMUNICATION

Objectives

1. Describes types of communication.
2. Identify causes of communication breakdown.
3. List several points about the value of open communication.
4. Describe the process for effective communication.
5. Use the communication process to provide information to and receive from employees.
6. State the importance of listening in the communication process.
7. List several barriers to communication.
8. Understand the role of the supervisor in providing effective communication within the organization.

Learning Activities

1. Discuss when interpersonal and organizational types of communication might be used. (Obj. 1)
2. Have class members share work-related experiences where a failure in communication occurred. Have class members evaluate the situation to determine what the cause may have been. (Obj. 2)
3. Using transparencies from Instructor Resources, discuss examples of barriers that occur within the work place that causes a misunderstanding in communication. (Obj. 2, 7)
4. Discuss reasons why interpersonal communication fails. (Obj. 2, 7)
5. Use communication mix-up transparency (beef stew recipe) cartoon (Instructor Resources) for discussion. (Obj. 2, 6)
6. List on overhead, chalkboard or flip board, reasons why communication barriers make problems for sender-receiver. May want to use the Communication Barriers transparency for identifying barriers. (Obj. 2, 7)
7. Discuss the Joyce Truitt communication case (Class Member Resources). Receiver did not realize lack of understanding. Ask Joyce to repeat what has been told her to show what is to be done. (Obj. 2,8)

8. Have class members discuss the value of open communication in a food service department. (Obj. 3)

9. Perform Closed communication/Open communication activity (Instructor Resources). (Obj. 2, 3, 4)

10. Discuss, in small or large group, how class members would handle a problem created by employee spreading false information in department. Effective ways: Provide employee with facts before rumors can start; maintain relationships of trust with employees; once rumor occurs, respond quickly; advise key employees of problems; recognize why rumors are started; discipline employee, if necessary. (Obj. 3, 5, 8)

11. Discuss use of communication skills, Activity 2 in FSM Study Course. (Obj. 2, 3, 5)

12. List several ways in which upward communication can occur. Ways should include: Open door policy, exit interviews, communication boxes, meetings where all are encouraged to speak, attitude surveys, questionnaires, employee committees. (Obj. 4, 5)

13. Discuss case study, Activity 1 in FSM Study Course. (Obj. 4, 5, 8)

14. Use cases designed for discipline purposes, if desired. (Obj. 4, 8)

15. Show video: Key to Leadership (Obj. 4)

16. Using transparency from Instructor Resources, discuss improving spoken communications. (Obj. 4, 8)

17. Perform Activity 4, writing memos, in FSM Study Course. (Obj. 4, 5, 8)

18. Discuss Communication Activity (Class Member Resources). General idea: concern about appearance; how to communicate- use information in chapter 11 and discussion; should include asking for feedback to ensure message is received correctly. (Obj. 4, 5, 8)

19. Have students use questioning format in communication handout to obtain information from employees. (Obj. 5)

20. Perform Activity 3, writing memos, in FSM Study Course. (Obj. 5)

21. Discuss case "Who is Listening?", if it was not used in safety lesson. (Obj. 5, 8)

22. Use listening cartoon transparency from Instructor Resources to set the stage for discussing importance of listening. (Obj. 6)

23. Discuss guidelines for effective listening in handout. (Obj. 6)

24. Using the overhead or having a copy for each class member, complete the Listening Questionnaire. Interpret as indicated. (Obj. 6)

25. Discuss listening Activity, "Memorandum" (Instructor Resources). Why does this mix-up in messages occur? (Obj. 6)

26. Design a sentence such as, "I didn't say he stole the money". Have students say it aloud, each one emphasizing a different word. Discuss how it changed the meaning. (Obj. 2, 7)

27. Have class members suggest words that have many different meanings to illustrate multiple interpretations. These could include: fix, charge, check. (Obj. 7)

28. Analyze perceptions of young/old woman (Instructor Resources). (Obj. 7)

Class Member Resources

Food Service Management Study Course, Chapter 11

Guidelines for Effective Listening

Listening Questionnaire

Case: Joyce Truitt

Question Format Communication

Communication Activity

Instructor Resources

Food Service Management Study Course, Chapter 11

Closed Communication/Open Communication Activity

Communication Activity

Video: "Key to Leadership", TX955.C87 #1020 available from Western Iowa Tech Community College.

Listening Activity, Memorandum

Transparencies: Barrier to Communication for use in

Learning Activities 3, 6

Transparency: Listening cartoon

Transparency: Communication mix-up cartoon for use in Learning Activity 12

Transparency: Perception of old/young woman

Transparency: Improving Spoken Communication

Suggested Evaluation

The class members will show their ability to:

Differentiate between interpersonal and organizational communication (Obj. 1)

List 5 causes of communication problems (Obj. 2)

Describe the value of open communication in an organization (Obj. 3)

Use communication skills in response to Learning Activity 11 (Obj. 4)

Evaluate memos written by supervisor (Obj. 5)

List 5 rules for productive listening (Obj. 6)

List 5 barriers to communication (Obj. 7)

Use communication skills to respond to Learning Activity 7, 10, 11

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 101 in FSM Study Course

Learning Activity 3 - p. 104 in FSM Study Course

"The reason you don't understand me, Edith,
is because I'm talking to you in English
and you're listenin' in dingbat!"
-Archie Bunker

GUIDELINES FOR EFFECTIVE LISTENING:

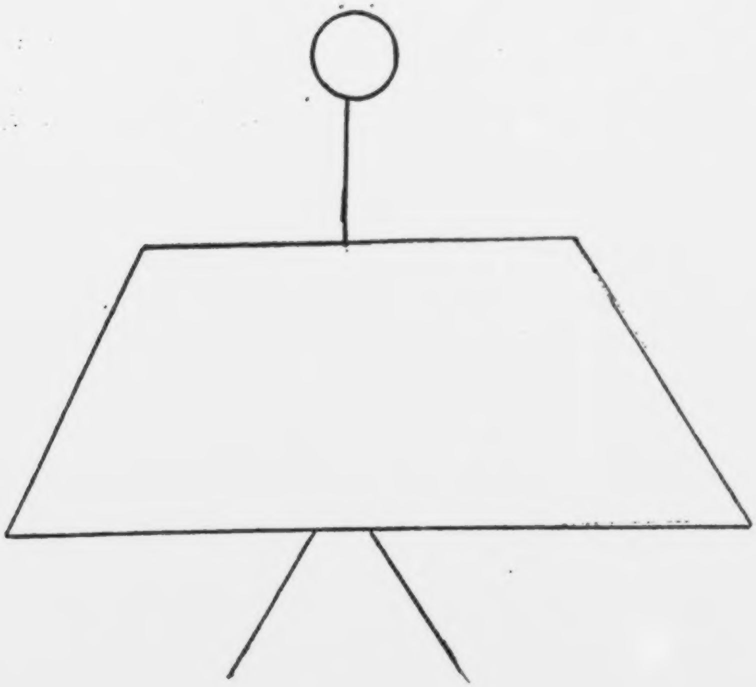
1. Be interested and show it; don't daydream.
2. Tune in to the other person; fight off distractions.
3. Limit your own talking; avoid interrupting the speaker.
4. Be empathetic, put yourself in the speaker's shoes.
5. Ask questions to help keep you interested; encourage employees to give more details.
6. Don't jump to conclusions before hearing full message.
7. Don't tune out material that is contrary to your own opinion.
8. Keep your emotions out of it; listen with an open mind.
9. Listen for ideas not just words; look for the real message.
10. Use interjections. "Yes, I see." "Is that so?"
11. Use encouraging signs; nodding of head.
12. Turn off your own worries.
13. React to ideas, not to the person's feelings.
14. Notice nonverbal behavior; shrugs, facial expressions
15. Take notes on main points discussed.
16. Summarize what you think was said to confirm what you understand.
17. Maintain your role, do not take on anything that is not your responsibility.

Closed/Open Communication Activity

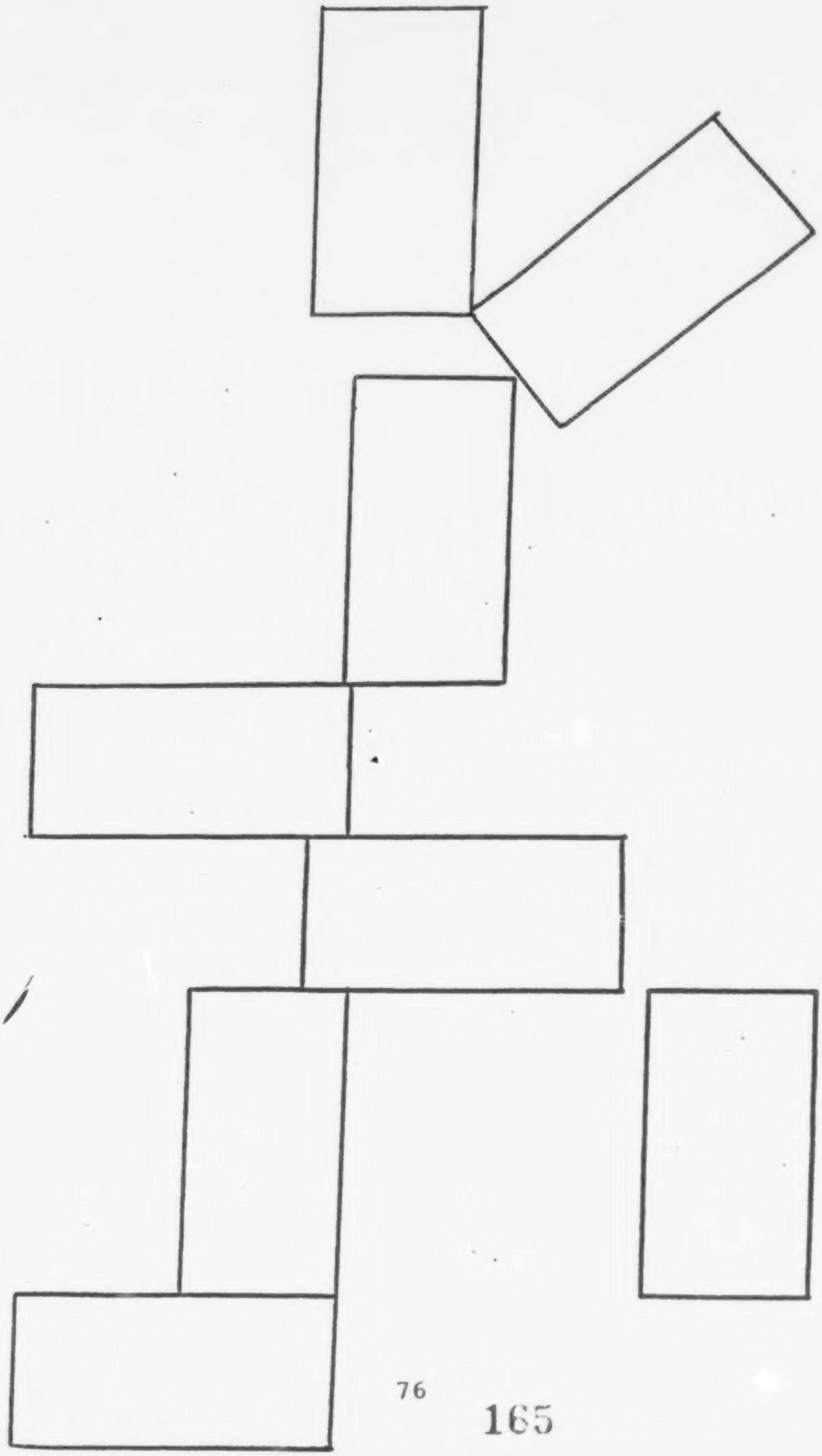
Closed communication. Class members are given directions for drawing a figure made up of geometric shapes (see instructor resources). The instructor gives step by step instructions. Students may not ask questions. At the end of the exercise, the diagram is shown on the overhead. Students are given the opportunity to discuss why the drawings are not similar. Reasons for communication failure should be stressed.

Option: The instructor may choose to stand so students cannot see facial expressions.

Open communication. Repeat the activity with another diagram. The instructor (or class member) gives directions allowing questions during the activity. Again, students should compare their drawings to the original. Discuss why this was more successful, or what problems were still present.



DOMINO PATTERN SHEET



Joyce Truitt

Communication

Joyce Truitt is a new food service employee who Lynn Means supervises. Joyce has a good attitude, but she seems unable to do her work correctly. Joyce worked in food service for 5 years before coming to Pleasant Home Center. During the training, Joyce was asked if she had any questions. She said she did not.

After thinking about the situation, Lynn is convinced that communication is a problem. The situation is beginning to frustrate both Joyce and Lynn.

a) Does frustration play a role in this situation ? Explain why or why not?

b) As the supervisor, what should Lynn Means do?

Communication Activity

In Small group discussion have students discuss the following situation.

Situation: Joanne is the food service supervisor who must talk to Mary about her appearance. Mary's appearance is not acceptable for working where resident's and family see her.

Questions:

1. What is the general idea that Joanne should communicate to Mary?
2. If you were Joanne, state exactly how you would communicate the idea to her.

Memorandum

From: The Foodservice Director
To: The Foodservice Associate Director

Tomorrow evening at approximately 8:00 pm, Halley's Comet will be visible in the area, an event that occurs only once every 75 years. Have all foodservice employees assemble in the yard area in white T-shirts and I will explain this rare phenomenon to them. In case of rain, we will not be able to see anything, so assemble the employees in the cafeteria, and I will show films of it.

Memorandum

From: The Foodservice Associate Director
To: The Foodservice Assistant Director

By order of the Foodservice Director, tomorrow at 8:00 pm, Halley's Comet will appear above the yard area. If it rains, assemble the employees in T-shirts; then send them to the cafeteria where the rare phenomenon will take place, something that occurs only once every 75 years.

Memorandum

From: The Foodservice Assistant Director
To: The Foodservice Unit Managers

By order the Foodservice Director, in T-shirts at 8:00 pm tomorrow evening, the phenomenal Halley's Comet will appear in the cafeteria. In case of rain in the yard area, the Foodservice Director will give another order, something that occurs only once every 75 years.

Memorandum

From: The Foodservice Unit Managers
To: The Foodservice Line Coordinators

Tomorrow at 8:00 pm, the Foodservice Director will appear in the cafeteria with the phenomenal Halley's Comet, an event that happens every 75 years. If it rains, the Foodservice Director will order Comet into the yard area in his white T-shirt.

Memorandum

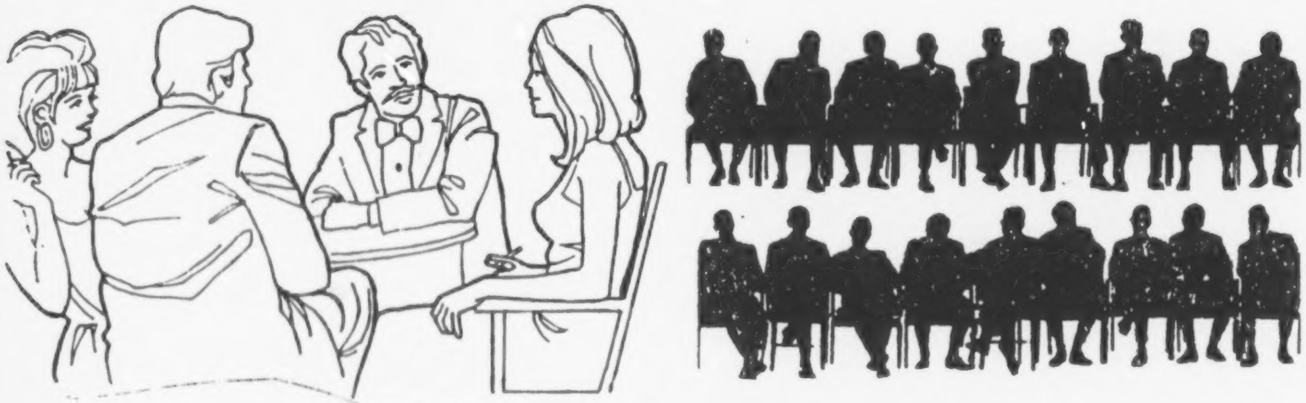
From: The Foodservice Line Coordinators
To: All Foodservice Employees

When it rains tomorrow at 8:00 pm, the phenomenal 75-year-old dish Halley, accompanied by the Foodservice Director, will drive his Comet through the yard to the cafeteria in his white T-shirt.

BARRIERS TO COMMUNICATION

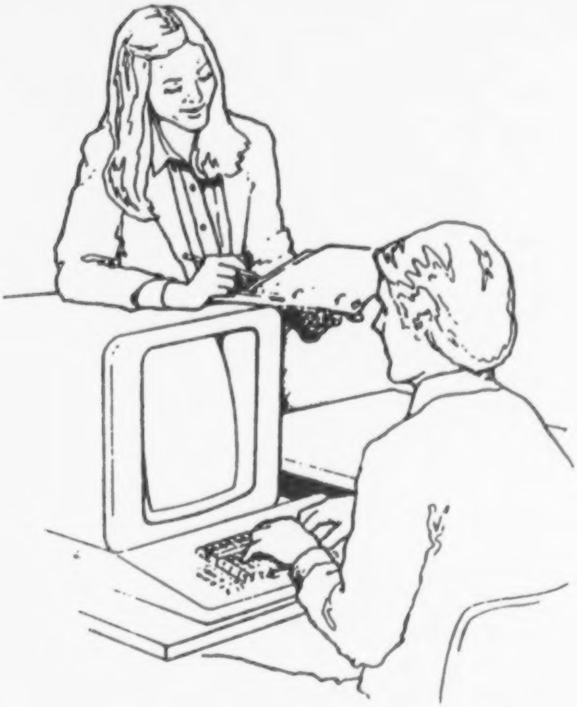
Differences in Listening Ability

The Organizational Climate

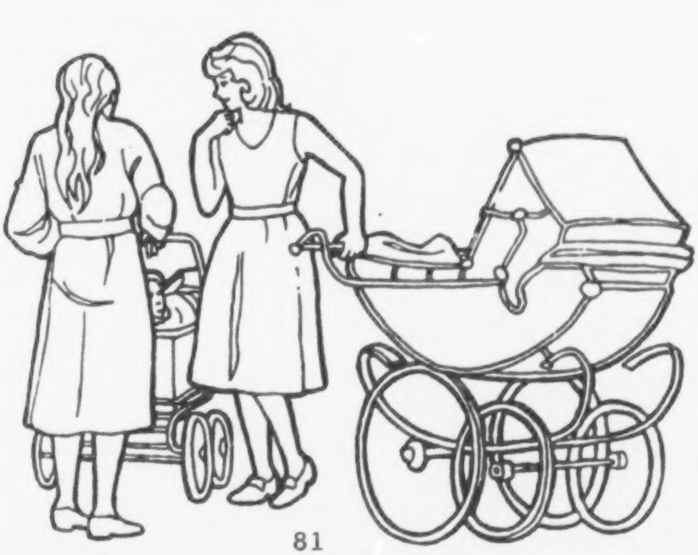


BARRIERS TO COMMUNICATION

Differences in Status

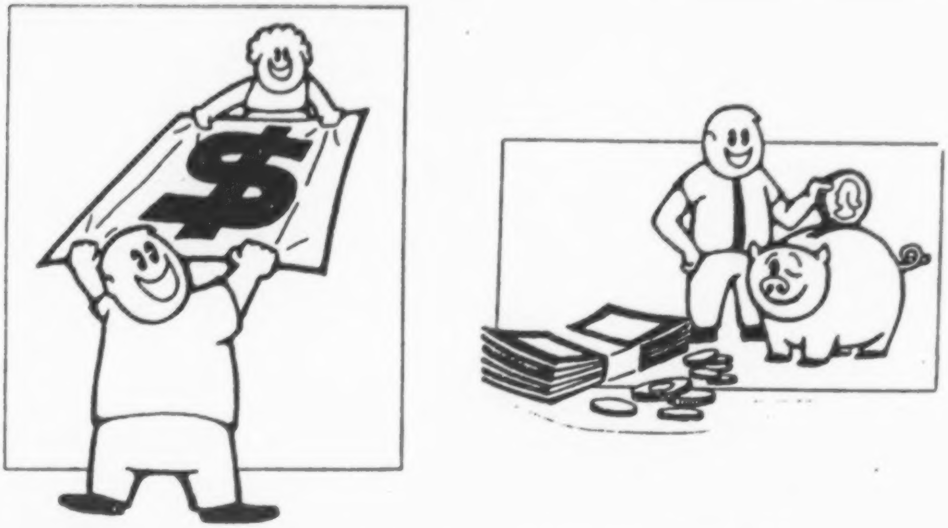


Bias



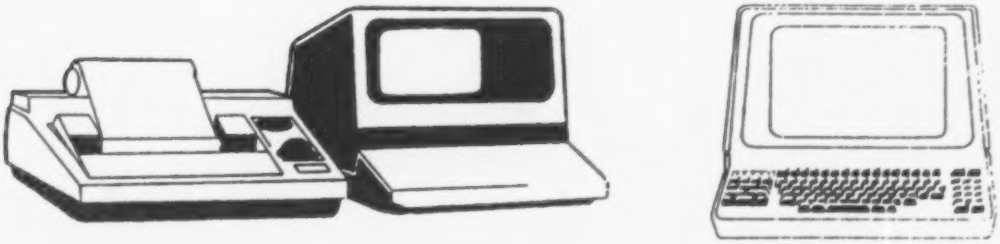
BARRIERS TO COMMUNICATION

Differences in Perception



"KNOW HOW TO STRETCH A BUCK"

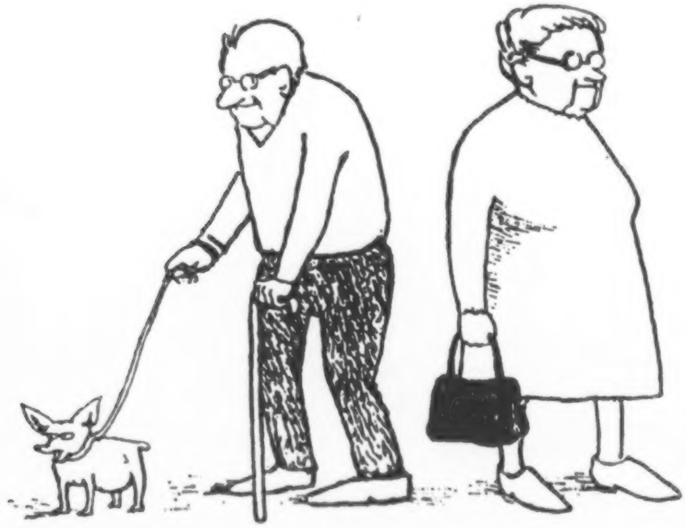
Differences in Interpretation



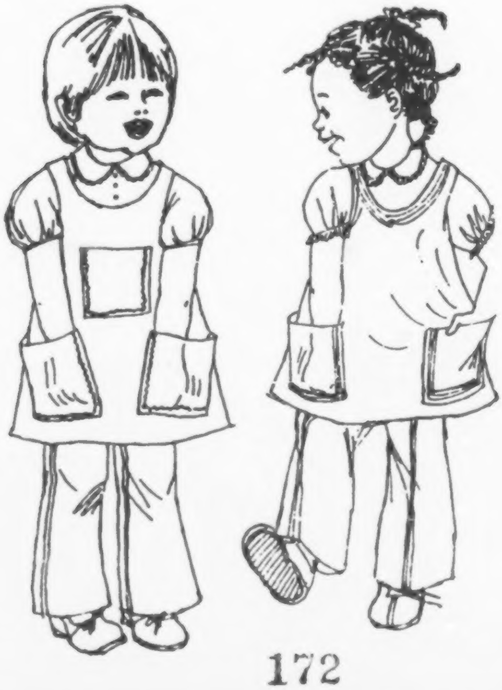
"MAKE SURE YOU ORDER THE
LATEST EQUIPMENT"

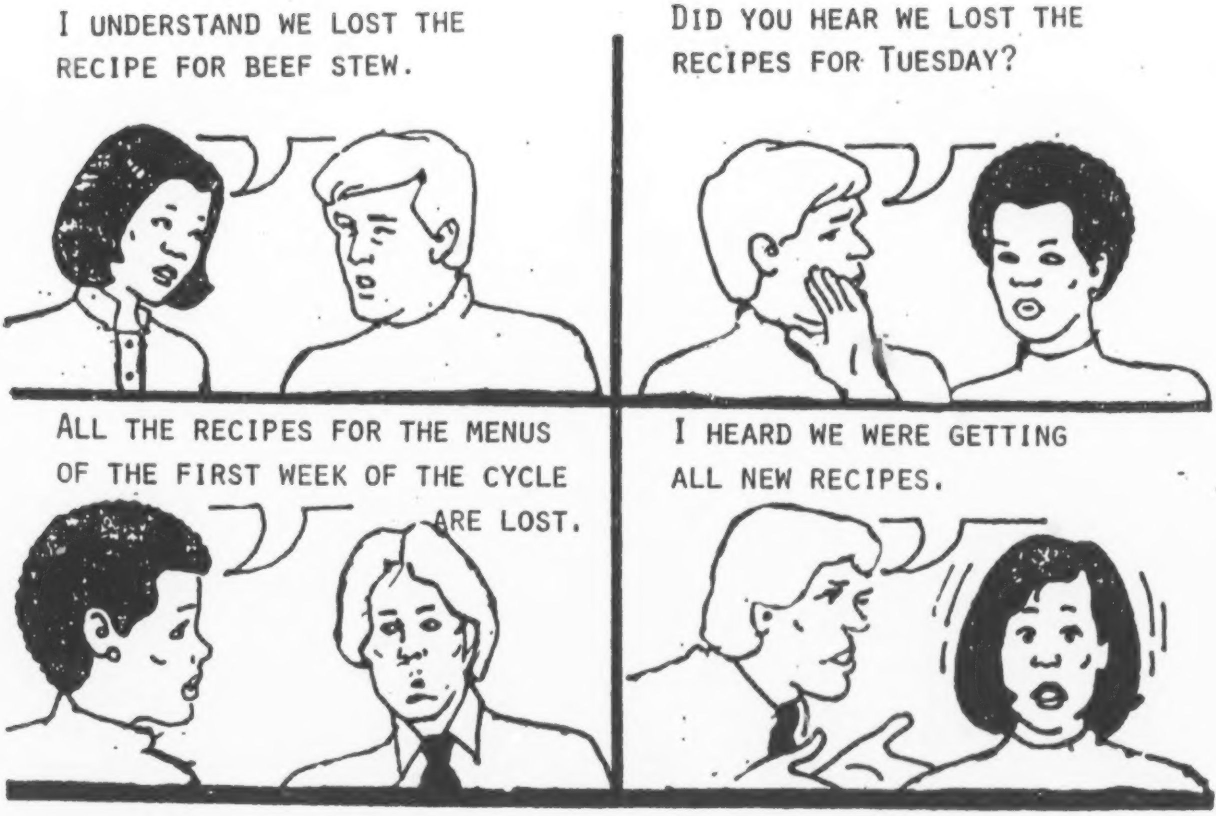
BARRIERS TO COMMUNICATION

Gender Differences

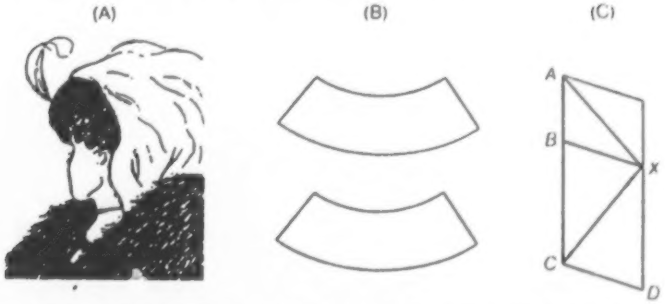


Cross-Cultural Differences




I UNDERSTAND WE LOST THE RECIPE FOR BEEF STEW.
DID YOU HEAR WE LOST THE RECIPES FOR TUESDAY?
ALL THE RECIPES FOR THE MENUS OF THE FIRST WEEK OF THE CYCLE ARE LOST.
I HEARD WE WERE GETTING ALL NEW RECIPES.

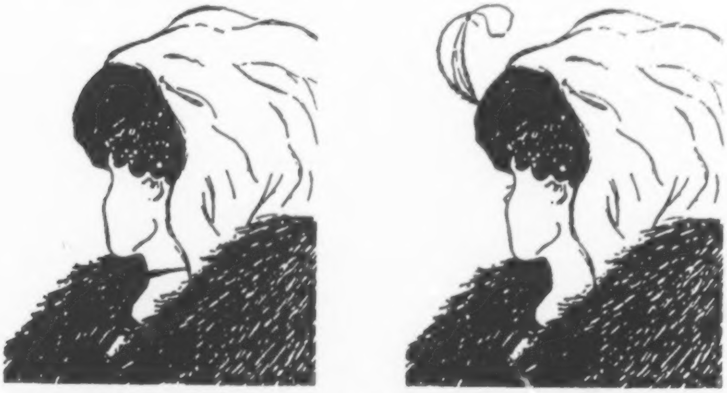
Aids for demonstrating differences in perception



Source: (A) Edwin G. Boring, "A New Ambiguous Figure," *American Journal of Psychology*, July 1930, p. 444. Also see Robert Leeper, "A Study of a Neglected Portion of the Field of Learning—the Development of Sensory Organization," *Journal of Genetic Psychology*, March 1935, p. 62. Originally drawn by cartoonist W. E. Hill and published in *Puck*, November 8, 1915.

(B) and (C) Gregory A. Kimble and Norman Garmezy, *General Psychology* (New York: Ronald Press Company, 1963), pp. 324–25.

Pictures of young and old woman



Source: Robert Leeper, "A Study of a Neglected Portion of the Field of Learning—The Development of Sensory Organization," *Journal of Genetic Psychology*, March 1935, p. 62.

IMPROVING SPOKEN COMMUNICATIONS

- Be available to your employees
- Be sure everyone has the same goal
- Get the receiver's attention
- Be organized, plan ahead of time
- Be positive, enthusiastic, and truthful
- Use feedback to be sure people understand what you want
- Repeat and summarize the message
- Use humor and vary speech levels
- Use simple clear language
- Watch for non-verbal communications
- Request instead of order
- Give reasons for requests or orders
- Listen to what receivers have to say

Question Format
Communication

The following questions can be used to determine how hourly employees feel about their jobs

	QUESTION	PURPOSE
1.	Why did you take a job at this nursing facility	How the person feels about working.
2.	What do you think is the most important part of your job?	What are attitudes about the job?
3.	Who has greater responsibility, housekeeping, nursing or food production?	Does individual appreciate the organization as a whole?
4.	What do you consider to be the greatest cause of failure among your fellow workers	Does individual recognize problems through normal communication channels?
5.	What do you consider is the most important qualification of your job?	Does person understand full responsibility of their job?
6.	How would you describe your supervisor?	Determine employee/ supervisor relationship.
7.	How would you describe the administrator?	Determine employee/ administrator relationship
8.	Do you feel employees are fair to each other?	Identify impact of the group.
9.	Why do so many employees look down on their jobs?	Determine the attitudes of employees towards organization.
10.	What is one part of your job that you would like to change?	Determine what is frustrating employee.

LISTENING QUESTIONNAIRE

KEY: 0 = SELDOM; 1 = SOMETIMES; 2 = OFTEN

_____ 1. Why not try a different approach?

_____ 2. You're talking like a (mechanic, accountant, salesman).

_____ 3. You're saying this because you're made/angry/upset.

_____ 4. Don't worry about it. Things will get better.

_____ 5. If you could do that all over again, what would you change?

_____ 6. Sounds like you're really concerned about. . .

_____ 7. Will you say more about that?

_____ 8. What do you really want out of life?

_____ 9. You are an intelligent person.

_____ 10. I have a problem with . . .

_____ 11. What do you like about . . .

_____ 12. Why did you do that?

_____ 13. You know you don't mean that.

_____ 14. What help do you want from me?

_____ 15. Tell me about. . .

Key: 0 = seldom; 1 = sometimes; 2 = often

_____ 1. Why not try a different approach?

_____ 2. You're talking like a (mechanic, accountant, salesman).

_____ 3. You're saying this because you're mad/angry/upset.

_____ 4. Don't worry about it. Things will get better

_____ 5. If you could do that all over again, what would you change

_____ 6. Sounds like you're really concerned about . . .

_____ 7. Will you say more about that?

_____ 8. What do you really want out of life?

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_____ 11. What do you like about . . .

_____ 12. Why did you do that?

_____ 13. You know you don't mean that.

_____ 14. What help do you want from me?

_____ 15. Tell me about . . .

Scale A = 5 6 7 8 10 11 14 15
Scale B = 1 2 3 4 9 12 13

Interpretation

After they determine their scores (by subtracting their B from A totals) interpret the scores as follows. You may want to show them this after polling them on their scores.

16	24	outstanding listener
7	15	good listener
-6	+6	fair listener
-7	-15	poor listener
-16	-24	nonlistener (basket case)

Most people score in the good and fair categories. Usually, some will score in the poor category. The reason for the typically low scores is that the nonlistening, blocking statements seem normal to many people--some are everyday expressions. Listening, unfortunately, is not a natural posture. Good listeners must work hard at it.

12. Leadership

Objectives

1. Explain the difference between leader and supervisor.
2. Describe different leadership styles.
3. Discuss the factors affecting leadership style used.
4. List ways to be an effective and successful leader.
5. Understand the role of the supervisor in providing effective leadership within the organization.
6. Analyze leadership styles and methods.
7. Analyze managerial styles.
8. Understand needs and expectations employees have of supervisors.

Learning Activities

1. Discuss the difference between a leader and a supervisor and where each gets authority. (Obj. 1)
2. Discuss why a supervisor may be autocratic (e.g. a new employee learning the job, an employee who does not want responsibility) while being democratic at other times (employees who have been trained, want responsibility, like a challenge). (Obj. 2, 3)
3. Discuss the autocratic, democratic and laissez-faire leadership styles. When should each be used? When might a democratic leader need to be an autocratic leader? For example, with new employees, when employees are more comfortable with the supervisor telling them what to do. (Obj. 2) Can a supervisor easily switch between leadership styles? (Obj. 3)
4. Discuss how someone can have an autocratic leader style and leadership method three concurrently (refer to text). (Obj. 3)
5. Complete and discuss case study in Activity 1, FSM Study Course. (Obj. 2, 3, 5)
6. Discuss why it may be hard to supervise food service employees who are not making a lot of money in jobs that do not require a lot of skill. (Obj. 3, 5)
7. Discuss the West Pine Nursing Facility case (Class Member Resources). Some suggested actions: 1) Mary could work with the group to get the her suggestions accepted; 2)

schedule members of the informal group separately for breaks or work hours, if possible; 3) discuss why ideas won't work with group members. (Obj. 4, 5)

8. Using checklist for implementing change (Class Member Resources), have class members evaluate their effectiveness as a leader. (Obj. 5)

9. Using transparency, chalkboard or flip chart; have class members discuss what makes a good leader. (Obj. 4, 5)

10. Using small group discussion have class members describe at least five roles a supervisor takes in getting employees to perform. List may include: Coach, monitor, counselor, decision-maker, negotiator, team builder. (Obj. 5)

11. Show overhead cartoon of Supervisor X (method 2) and Supervisor Y (method 3) from Instructor Resources. Discuss the characteristics of each. (Obj. 5)

12. Show video, "Leadership: Meeting the Challenge." (Obj. 5)

13. Have class members complete "Leadership Analysis (Class Member Resources). (Obj. 6)

14. Complete Activity 2, personal leadership style, in FSM Study Course. (Obj. 6)

15. Using the Managerial Grid (or text, p. 113) class members evaluate their managerial style in concern for production and/or concern for people. (Obj. 7)

16. Activity 3, managerial styles, in FSM Study Course. (Obj. 7)

17. Discuss the statements:
    "Do what I say, not as I do."
    "If a supervisor thinks an employee will fail, then the employee will."
    "A leader is someone who steps on an employees shoes without messing up the shine." (Obj. 5, 8)

18. Using an overhead, list the needs and expectations of employees. Discuss how supervisors can meet them. (Obj. 5, 8)

Class Member Resources

Food Service Management Study Course, Chapter 12

Managerial Grid

Leadership Analysis

Case: West Pine Nursing Facility

Checklist for Implementation of Change

Instructor Resources

Food Service Management Study Course, Chapter 12

Video, "Leadership: Meeting the Challenge", TX955.C87 #1019 available from Iowa Western Tech Community College

Cartoon of Supervisor X and Supervisor Y

Suggested Evaluation

The class members will show their ability to:

Explain difference between supervisor and leader (Obj. 1)

Describe the autocratic, democratic and laissez-faire leadership styles (Obj. 2)

List 3 factors that affect leadership style used (Obj. 3)

List 5 ways to be an effective and successful leader (Obj. 4)

Describe 3 roles a supervisor assumes in getting employees to perform (Obj. 5)

Analyze personal leadership style of method (Obj. 6)

Analyze personal managerial style (Obj. 7)

List 3 needs or expectations of leader by employees (Obj. 8)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 111 in FSM Study Course

Learning Activity 3 - p. 111 in FSM Study Course

Learning Activity 9 - p. 113-114 in FSM Study Course

Learning Activity 11 - p. 112-113 in FSM Study Course

Learning Activity 18 - p. 114 in FSM Study Course

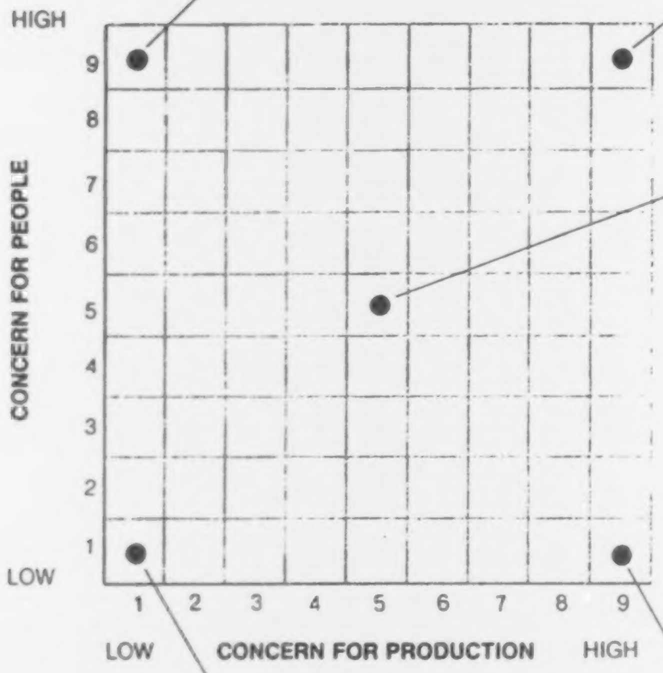
URE 8-5
: managerial grid.

1,9 MANAGEMENT

THOUGHTFUL ATTENTION TO NEEDS OF PEOPLE FOR SATISFYING RELATIONSHIPS LEADS TO A COMFORTABLE, FRIENDLY ORGANIZATION ATMOSPHERE AND WORK TEMPO.

9,9 MANAGEMENT

WORK ACCOMPLISHMENT IS FROM COMMITTED PEOPLE. INTERDEPENDENCE THROUGH A "COMMON STAKE" IN ORGANIZATION PURPOSE LEADS TO RELATIONSHIPS OF TRUST AND RESPECT.



5,5 MANAGEMENT

ADEQUATE ORGANIZATION PERFORMANCE IS POSSIBLE THROUGH BALANCING THE NECESSITY TO GET OUT WORK WITH MAINTAINING MORALE OF PEOPLE AT A SATISFACTORY LEVEL.

1,1 MANAGEMENT

EXERTION OF MINIMUM EFFORT TO GET WORK DONE IS APPROPRIATE TO SUSTAIN ORGANIZATION MEMBERSHIP.

9,1 MANAGEMENT

EFFICIENCY IN OPERATIONS RESULTS FROM ARRANGING CONDITIONS OF WORK IN SUCH A WAY THAT HUMAN ELEMENTS INTERFERE TO A MINIMUM DEGREE.

CHECKLIST FOR IMPLEMENTATION OF CHANGE

		YES	SOMETIMES	NO
1.	Do you know how to determine if change is necessary?	_____	_____	_____
2.	Do you, as a supervisor, understand why the change is necessary?	_____	_____	_____
3.	Do you allow employees the chance to explain their resistance to change?	_____	_____	_____
4.	Do you discuss the change and its implication with each affected employee individually?	_____	_____	_____
5.	Do you involve group leaders--both formal and informal--and request their help in gaining acceptance to change?	_____	_____	_____
6.	Do you test the proposed change and adjust it as necessary rather than implement it on an "all or nothing" basis?	_____	_____	_____
7.	Do you make sure that affected employees know what must be done differently before changes are implemented?	_____	_____	_____
8.	Do you carefully supervise employees during the period when changes are being made?	_____	_____	_____
9.	Do you provide training before making changes?	_____	_____	_____
10.	Do you develop ways to measure what the situation should be after the changes are made?	_____	_____	_____
11.	Do you evaluate the results of the change based upon the information found in #10?	_____	_____	_____
12.	Do you have the respect of the employees who must change?	_____	_____	_____
13.	Do you know what other changes are occurring in the organization at the you are planning changes?	_____	_____	_____
14.	Do you know how change will affect other departments?	_____	_____	_____
15.	Do you have necessary training programs already planned and in place?	_____	_____	_____

16. Do you know whether the situation requiring change remains important to the organization? _____ _____ _____

17. Are all affected employees permitted, to the extent possible, to participate in all activities relating to the change? _____ _____ _____

18. Do you look for benefits that may come employees resisting change? _____ _____ _____

19. Do you know what your role is to increase pressure for change? _____ _____ _____

20. Do you have all the information you need to make the change? _____ _____ _____

LEADERSHIP SELF ANALYSIS

How well are you doing with respect to developing and maintaining morale among your employees? Use this checklist to analyze your actions. Circle one of the numbers on the right side of the page using the following scale:

1 - Never
2 - Not very often
3 - Regularly
4 - Often
5 - Always

My attitude

1. I treat my employees as individuals. 1 2 3 4 5
2. I protect the feelings, human dignity, and self-respect of each of my employees 1 2 3 4 5
3. I am sensitive to the needs of others. 1 2 3 4 5
4. I demonstrate compassion for others. 1 2 3 4 5
5. I treat my employees in the same way as I treat other supervisors and my boss. 1 2 3 4 5
6. I treat employees fairly 1 2 3 4 5
7. I am courteous to everyone. 1 2 3 4 5
8. I believe an employee is entitled to a different viewpoint from my own. 1 2 3 4 5
9. I strive to achieve, but not at the expense of my employees. 1 2 3 4 5
10. I can be tough when necessary. 1 2 3 4 5
11. I communicate a positive attitude through difficult or tough times. 1 2 3 4 5
12. I avoid favoritism. 1 2 3 4 5
13. I am proud to be associated with this department and this facility. 1 2 3 4 5
14. I encourage employees to talk things over with me at any time. 1 2 3 4 5

1 - Never
2 - Not very often
3 - Regularly
4 - Often
5 - Always

My self-control

1. When dealing with employees, I avoid losing my temper. 1 2 3 4 5

2. I avoid making sarcastic remarks to employees, even when we are rushed and tempers are short. 1 2 3 4 5

3. I keep my cool in difficult situations. 1 2 3 4 5

4. I avoid arguing with employees. 1 2 3 4 5

5. I allow employees to save face, by not showing them up in front of others. 1 2 3 4 5

6. I use the power I have with firmness, but also with sensitivity. 1 2 3 4 5

My other characteristics

1. I like working with people. 1 2 3 4 5

2. I am honest with employees and my bosses. 1 2 3 4 5

3. I am strictly impartial in my treatment of employees. 1 2 3 4 5

4. I am a good listener. 1 2 3 4 5

5. I assign unpleasant tasks fairly, among all employees. 1 2 3 4 5

6. I am patient at all times. 1 2 3 4 5

7. I am willing to repeat instructions to employees who are slow to grasp new ideas. 1 2 3 4 5

8. I express thoughts clearly. 1 2 3 4 5

9. I keep promises made to my employees and my boss. 1 2 3 4 5

10. I find it easy to admit mistakes when I have made them. 1 2 3 4 5

11. I put my best foot forward. 1 2 3 4 5

1 - Never
2 - Not very often
3 - Regularly
4 - Often
5 - Always

12. I face up to and make hard decisions. 1 2 3 4 5

13. I have a strong track record for making solid decisions. 1 2 3 4 5

14. I follow a logical pattern in making decisions. 1 2 3 4 5

15. I communicate decisions with pride and decisiveness. 1 2 3 4 5

My work responsibilities

1. I take full responsibility for the work done by people under me. 1 2 3 4 5

2. I accept full responsibility for the mistakes of my department or work group, instead of mentally blaming employees under me. 1 2 3 4 5

3. I put the interests of my employees ahead of my own. 1 2 3 4 5

4. I make sure my department or group does today that which should be done today. 1 2 3 4 5

5. I assign work fairly and according to abilities of each employee. 1 2 3 4 5

6. I make sure each employee knows his or her job and what he or she is supposed to do. 1 2 3 4 5

7. I have sat down with each employee and had a talk about him- or herself and his or her work. 1 2 3 4 5

8. I make sure each employee knows the performance standards expected of him or her. 1 2 3 4 5

9. I explain new policies and procedures to my employees and keep them informed about the reasons for changes. 1 2 3 4 5

10. I support my boss and the facility when changes are made. 1 2 3 4 5

11. I prepare my employees in advance for changes. 1 2 3 4 5

1 - Never
2 - Not very often
3 - Regularly
4 - Often
5 - Always

12. I regularly ask my employees for their ideas to help solve problems or make changes. 1 2 3 4 5

13 I provide opportunities for my employees to grow on the job, when possible. 1 2 3 4 5

14. I look for the potential in each employee and encourage each through training to qualify for better jobs inside or outside of the department 1 2 3 4 5

15. I consult with others before making important decisions. 1 2 3 4 5

My style of supervision

1. My employees work with me, and not just for me. 1 2 3 4 5

2. I get others caught up in my positive force. 1 2 3 4 5

3. I create an active tempo others emulate. 1 2 3 4 5

4. I articulate an inspiring mission for my department. 1 2 3 4 5

5. I generate a feeling of pride and accomplishment in my employees. 1 2 3 4 5

6. I follow all the same rules as are laid down for my employees. 1 2 3 4 5

7. I give special attention to new employees so they quickly learn their jobs and feel part of the work group. 1 2 3 4 5

8. I help employees develop a feeling that their work is an important contribution to the department. 1 2 3 4 5

9. I help employees take pride in what they do. 1 2 3 4 5

10. I help my employees develop positive attitudes towards their work. 1 2 3 4 5

11. I keep group members informed. 1 2 3 4 5

1 - Never
2 - Not very often
3 - Regularly
4 - Often
5 - Always

12. I hold regular short meetings with employees to share information and to promote enthusiasm and teamwork. 1 2 3 4 5

13. I communicate a sense of being in charge. 1 2 3 4 5

14. I provide enough structure to create a cohesive feeling among my employees. 1 2 3 4 5

15. I establish an authority line that is clear, consistent, and appropriate for the situation. 1 2 3 4 5

16. I have the full backing of those who work under me. 1 2 3 4 5

17. I enforce rules fairly and promptly. 1 2 3 4 5

18. I try to make work easier for my employees. 1 2 3 4 5

19. I encourage upward communication from my employees. 1 2 3 4 5

20. I listen when employees make suggestions about how to do their jobs. 1 2 3 4 5

21. I listen carefully to employee complaints. 1 2 3 4 5

22. I follow through on suggestions or complaints. 1 2 3 4 5

23. I train employees properly for their jobs. 1 2 3 4 5

24. I train employees to assume better jobs within the department. 1 2 3 4 5

25. I reward and/or praise employees for a job well done. 1 2 3 4 5

26. I praise in public when employees have done a good job. 1 2 3 4 5

27. I criticize and reprimand in private. 1 2 3 4 5

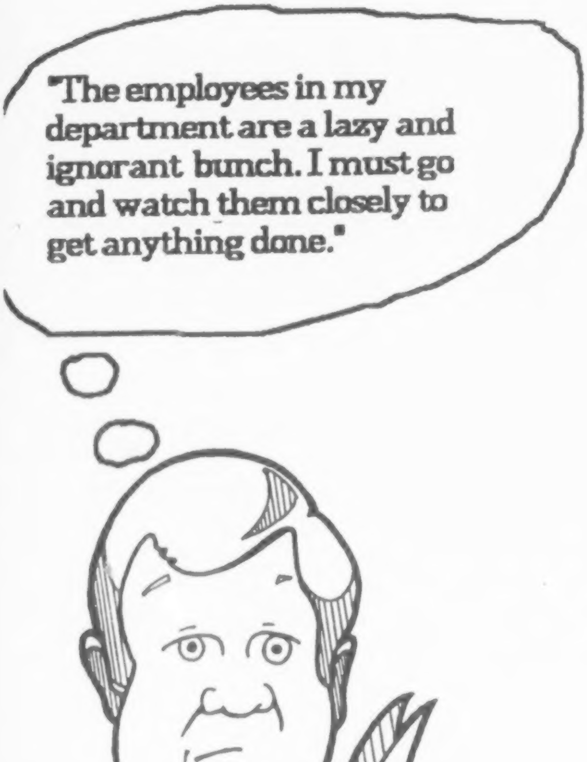
28. I set a good example. 1 2 3 4 5

West Pine Nursing Facility

Leadership Case

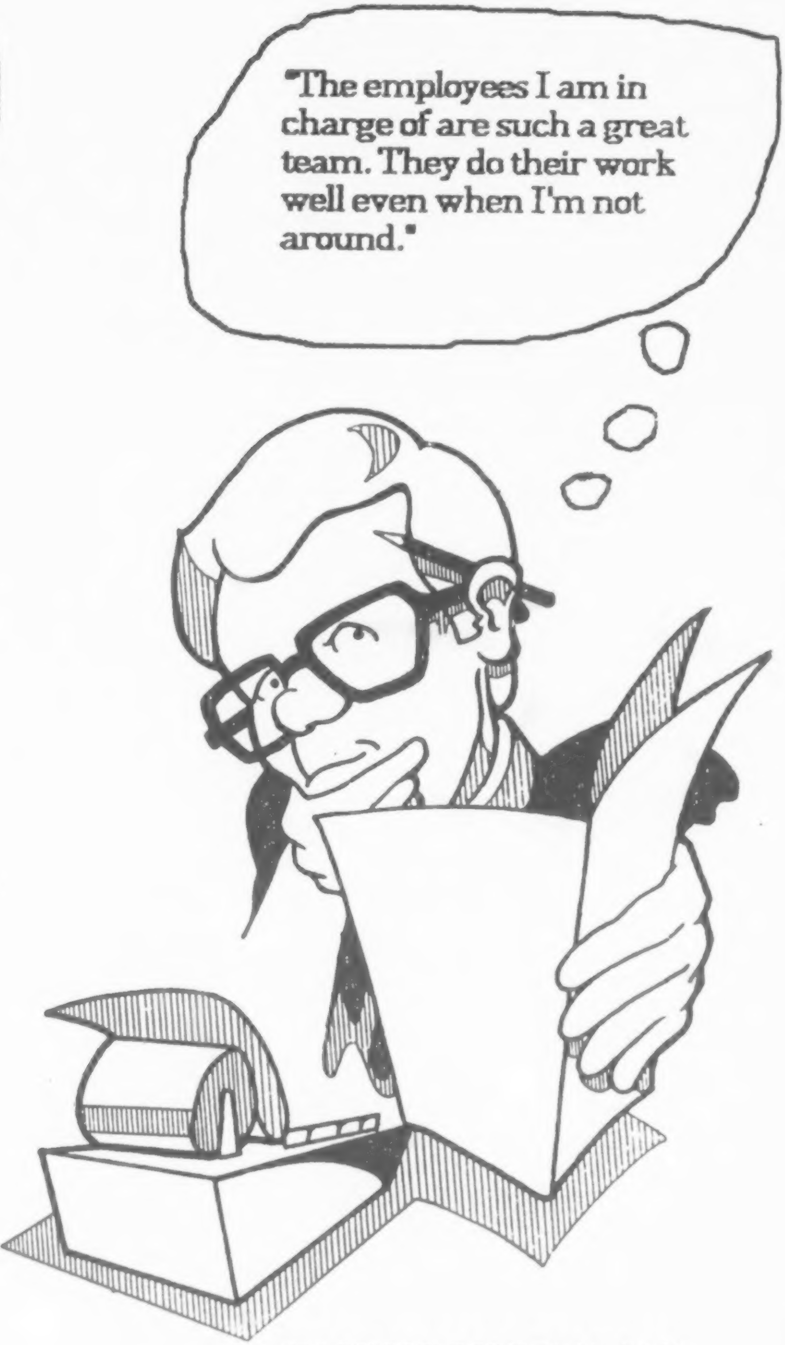
Mary is a supervisor in the food service department of West Pine Nursing facility. During conversation with a number of employees, Jane's name keeps coming up as someone who gives good advice and employees respect. Mary has decided there must be an informal work group in the department. Mary is concerned that the informal group is working against some of her latest suggestions and department's goals.

What should Mary do?



"The employees in my department are a lazy and ignorant bunch. I must go and watch them closely to get anything done."

SUPERVISOR "X"



"The employees I am in charge of are such a great team. They do their work well even when I'm not around."

SUPERVISOR "Y"

13. MOTIVATION

Objectives

1. Develop an understanding of different types of employee motivators.
2. Describe theories related to employee motivation.
3. Understand how supervisor's can discover employee needs.
4. Discuss conditions of a positive motivation environment.
5. Understand the supervisor's role in setting conditions to motivate employees.

Learning Activities

1. Have class members respond to the question: "What motivates you?" Discuss why people who perform the same/similar job are motivated by different things. (Obj. 1)
2. Have class members brainstorm "What motivates employees?" Responses may include: money, status, responsibility, challenge, fear of punishment, rewards. (Obj. 1)
3. Complete Activity 1, case study, in FSM Study Course. (Obj. 1, 2)
4. Rank factors important as employee motivators. Class members rank their perception of what motivates employees on the supervisor's form. Have class members give an employee form to one or more employees and ask them to rank the factors. Compare the two ranking as indicated in the activity. (See Class Member Resources.) Discuss results. (Obj. 1, 3)
5. Discuss Activity 3, motivators throughout life, in FSM Study Course. (Obj. 1, 3)
6. Show video: "Leadership in Action". (Obj. 2)
7. Using motivation/hygiene factor identification activity from Class Member Resources, have class members indicate which conditions belong under each factor. (Obj. 2)
8. Using transparency from Instructor Resources, discuss Maslow's ladder of needs. (Obj. 2, 3)
9. Activity 4, affect on work climate, in FSM Study Course. (Obj. 4)
10. Using motivational guidelines handout, discuss conditions of a positive motivation environment. (Obj. 4)

11. Discuss North Heights Care Center case (Class Member Resources). (Obj. 2, 4, 5)

12. Plan some job enrichment opportunities for employees who are unhappy with pay and benefits. (Obj. 1, 4, 5)

13. Using transparency from Instructor Resources, discuss what today's workers want. (Obj. 1, 4, 5)

14. Discuss how an understanding of motivation theories can help supervisors develop positive motivational work environments. (Obj. 2, 3, 4, 5)

Class Member Resources

Food Service Management Study Course, Chapter 13

Case: North Heights Care Center

Employee Ranking of Motivating Factors

Supervisor Ranking of Employee Motivating Factors

Motivational Guidelines

Motivation/Hygiene Factors

Instructor Resources

Food Service Management Study Course, Chapter 13

Video "Leadership in Action", TX955.C87 #1021, available from Western Iowa Tech Community College Maslow's ladder of needs transparency

Transparency: Today's workers want

Suggested Evaluation

The class members will show their ability to

List 5 reasons why employees have different motivators (Obj. 1)

Describe Maslow's, Herzberg's and expectancy theories of motivation (Obj. 2)

Analyze findings in Learning Activity 5 (Obj. 3)

List 4 conditions of a positive motivation environment (Obj. 4)

Provide appropriate responses to case study in Learning Activity 17 (Obj. 5)

Sources of Information for Selected Learning Activities

Learning Activity 7 - Hygiene factors, 1, 2, 3, 4, 5, 6, 7, 8
Motivators, 9, 11, 12

Learning Activity 8 - p. 122 in FSM Study Course

Learning Activity 10 - p. 123 in FSM Study Course

North Heights Care Center
Motivation

Chris Johnson is 49 years old and has been a head cook for 10 years at North Heights Care Center. Chris has been quite active in the community and takes an interest in employee activities. Chris serves on a safety committee, bowls on a league with fellow employees and is chair of the social committee.

Chris is well liked by all employees; those under direct supervision, as well as those in other areas of the center. Chris is very helpful to new employees and gives them help whenever they ask.

Chris' one shortcoming is the tendency to spend a lot of time visiting with other employees. This results in a decrease in productivity for Chris and other employees. When the supervisor, Jody Keen, confronts Chris, performance increases for two to three days. Soon Chris is stepping back to old habits of storytelling and visiting.

Jody has considered making a change in Chris' work assignment where there would be less opportunity to interrupt others. However, Chris' experience is an important asset to the foodservice department.

Chris is comfortable with the personal aspects of life. Chris is married with three grown children and only has two years of payments left on a 1200 square foot home. Chris' spouse works as a head librarian. Although it has never been stated, Chris seems content with the head cook position and does not feel the necessity of making any changes in job.

1. How do you explain Chris' behavior?
2. As Jody Keen, what specific actions would you do to correct the situation?
3. Relate Chris' behavior to Maslow's hierarchy.

SUPERVISOR'S RANKING OF EMPLOYEE MOTIVATING FACTORS

Motivating factors that help make people want to do a good job are listed. Read the entire list, then decide which one would be most likely to make your employees feel like doing a good job. Number the factors from 1 to 12 with 1 being most important and 12 being least important to employees. Do not consult with your employees as you complete this exercise. Answer with what you, as the supervisor, think they feel.

_____ Supervisor listens to personal problems

_____ Knowing what's happening in the department; feeling "in" on things

_____ Good pay

_____ Knowing the job will continue

_____ Full appreciation of work done

_____ Positive approach to discipline

_____ Supervisor's personal loyalty to workers

_____ Job meets interests and needs

_____ Promotion and growth available on the job

_____ Good working conditions; such as adequate equipment, comfortable temperature

_____ Employee benefits

_____ Equal treatment among employees

Directions: Compare your ranking as a supervisor to employee ranking:

1. What were the similarities? Differences?

2. What does this tell you about your efforts to motivate employees?

EMPLOYEE'S RANKING OF MOTIVATING FACTORS

Motivating factors that help make people want to do a good job are listed. Read the entire list, then decide which one would be most likely to make you feel like doing a good job. Number the factors from 1 to 12 with 1 being more important and 12 being least important. Write the numbers in the space on the left.

_____ Supervisor listens to personal problems

_____ Knowing what's happening in the department; feeling "in" on things

_____ Good pay

_____ Knowing the job will continue

_____ Full appreciation of work done

_____ Positive approach to discipline

_____ Supervisor's personal loyalty to workers

_____ Job meets interests and needs

_____ Promotion and growth available on the job

_____ Good working conditions; such as adequate equipment, comfortable temperature

_____ Employee benefits

_____ Equal treatment among employees

Motivation/Hygiene Factors

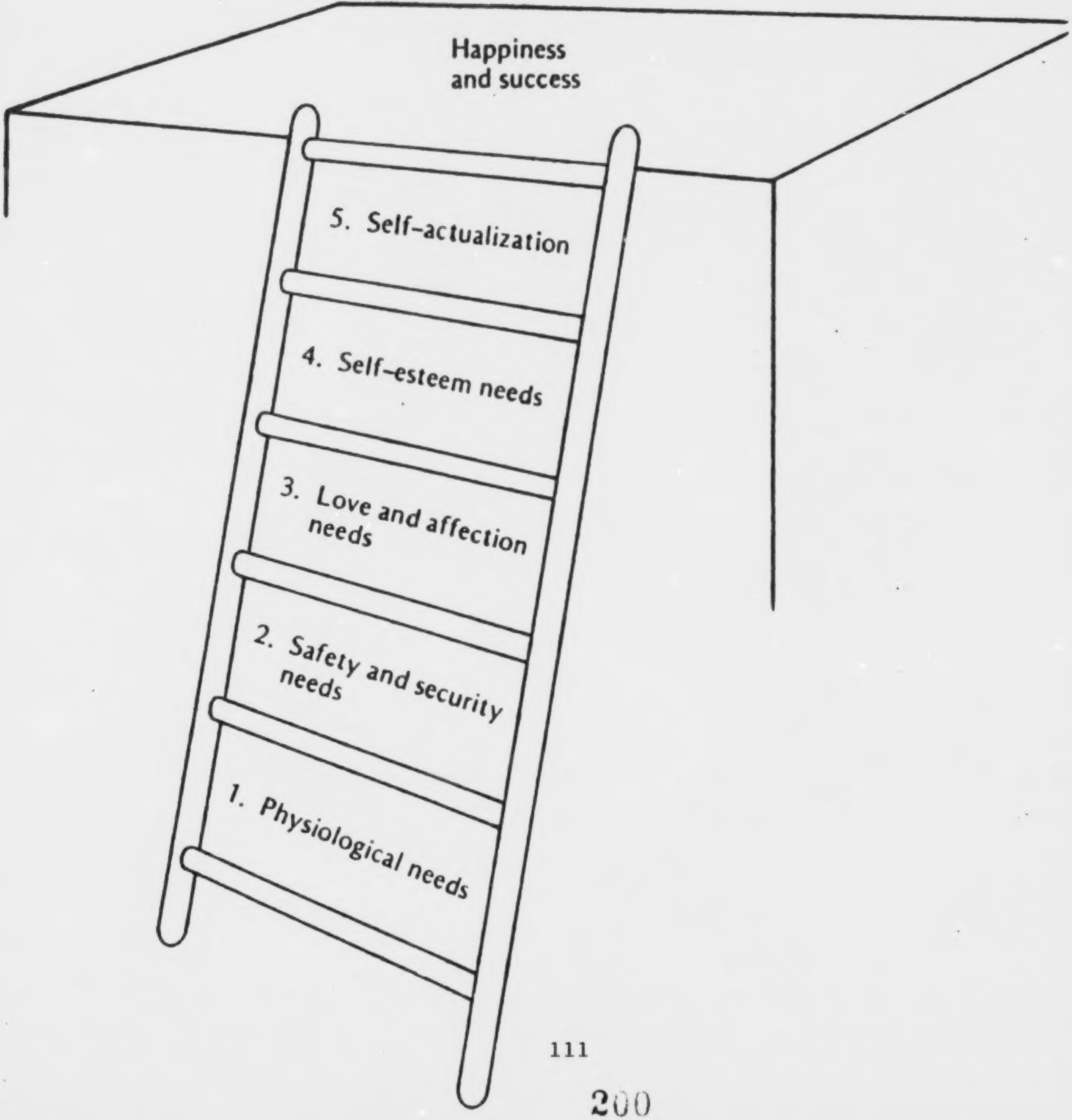
Read each of the items and check (✓) whether it is a motivation factor or a hygiene factor.

		Motivators	Hygiene Factors
1.	Supervision.	____	____
2.	Raises based on performance.	____	____
3.	Company-sponsored activities.	____	____
4.	Suggestion box with monetary rewards for cost-saving ideas.	____	____
5.	Working with others.	____	____
6.	Pensions.	____	____
7.	Salary.	____	____
8.	Health insurance.	____	____
9.	Promotions.	____	____
10.	Company newsletter.	____	____
11.	Opportunities to advance.	____	____
12.	Responsibility	____	____

TODAY'S WORKERS WANT

- Interesting, challenging, meaningful jobs
- The opportunity to make some decisions for themselves
- To be valued as an individual person
- To see the results of their work
- To use their resources creatively
- Recognition for work done
- More involvement in how the department is run
- Less supervision
- More clear/open communication with supervisors
- A chance to develop skills/talents
- Supervision without the use of power and authority

MASLOW'S LADDER OF NEEDS


Happiness and success
5. Self-actualization
4. Self-esteem needs
3. Love and affection needs
2. Safety and security needs
1. Physiological needs

Motivational Guidelines

Maintain a safe and pleasant working environment.

Try to prevent excessive fatigue, boredom, stress, or frustration.

Promote from within, when possible.

Catch people doing things right.

Treat employees the same way as one would want to be treated.

Arrange opportunities for socializing, such as picnics and company teams.

Design jobs to increase performance, achievement and a sense of purpose.

Orient and train employees so they know what is expected.

Be sure all employees know and understand their job descriptions, the standards of performance, and the evaluation forms by which their performance is measured.

Do not overwork employees

Provide immediate feedback and coach employees as much as possible.

Use positive forms of discipline.

Recognize good performance, and praise the employee.

Encourage employees to set some of their own goals during performance evaluations.

Maintain both upward and downward communication between management and employees.

Show each employee how his/her job fits into the organization.

Communicate the importance of quality products and services.

Tell employees about changes in advance, and explain why they are being made.

Set a good example.

Cultivate and demonstrate honesty, trust, sincerity, caring, fairness, decisiveness, and consistency.

Be proud of the employees and have confidence in them.

Manage by wandering around.

Give rewards and recognition sincerely, fairly and promptly.

Create work situations in which employees feel good.

Allow employees to help make decisions.

Use participative programs, such as quality control and safety committees.

DELEGATION

Objectives

1. Describe the three components of the delegation process.
2. List benefits of delegation.
3. Describe how to delegate effectively.
4. Differentiate between responsibility, authority and accountability.
5. Differentiate between tasks that should and should not be delegated.
6. Describe ways to improve delegation in the food service department.
7. Identify several reasons why supervisors are reluctant to delegate.
8. List reasons why employees do not accept responsibility.

Learning Activities

1. Discuss the three components of delegation as outlined in the chapter. (Obj. 1)
2. Discuss: "Of the benefits of delegation, which is the most important?" (Obj. 2)
3. Have class members plan delegation of tasks to employees, Activity 3 in FSM Study Course. (Obj. 2, 3, 5)
4. Have class members write steps for delegating tasks while they are away from work, Activity 2 in FSM Study Course. (Obj. 3)
5. Discuss supervisor's role in delegating responsibility, authority, and accountability. (Obj. 3, 4)
6. Have class members complete the supervisor's form for planning delegation (Instructor Resources). Members should complete the form by identifying three tasks that they now do that could be delegated. (Obj. 3, 5)
7. Have class members complete the delegation checklist from Class Member Resources. (Obj. 3, 5, 7)
8. In small group, have class members discuss the delegation case, New Employee at Happy Valley Care Center (Class Member Resources). Discuss option ranking. (Obj. 3, 5, 7)

9. Using transparency from Instructor Resources, review the guidelines for delegating work or responsibility. (Obj. 3, 6)

10. Show film, "A Case of Working Harder, Not Smarter. Contrasts a previous autocratic style with present delegation of power, highlighting a problem-solving meeting with employees. (Obj. 3, 6)

11. Have class members discuss experiences when they had a task improperly delegated to them. Why did this happen? (Obj. 3, 6, 7)

12. Complete Delegation Styles (Class Members Resources). (Obj. 4, 5)

13. In small groups, brainstorm ideas for improving delegation in food service department. (Obj. 6)

14. Discuss Gracious Living Care Center case (Class Member Resource). (Obj 6, 1)

15. Discuss delegation case, Activity 1 in FSM Study Course. (Obj. 6, 7)

16. Using transparencies discuss: 1) why supervisors don't delegate, 2) appropriate tasks to delegate, and 3) common mistakes made in delegating (Instructor Resources). (Obj. 3, 7)

17. Discuss: "Why some employees want responsibility while others avoid it." (Obj. 8)

Class Member Resources

Food Service Management Study Course, Chapter 14

Delegation Styles

Delegation checklist

Form for planning delegation

Case: Gracious Living Care Center

Case: New Employee at Happy Valley Care Center

Instructor Resources

Food Service Management Study Course, Chapter 14

Film, "A Case of Working Harder, Not Smarter", 16 min. available from Iowa State University Media Resources, Pearson Hall, Ames, IA 50011 (Available through Community Colleges)

Transparencies on delegation

- Guidelines for delegating work responsibilities
- Reasons why supervisors don't delegate
- Tasks appropriate to be delegated
- Steps in delegating
- Most commonly made mistakes of delegation

Suggested Evaluation

The class members will show their ability to:

Describe the three components of delegation (Obj. 1)

List 5 benefits of delegation (Obj. 2)

Respond appropriately using material discussed in class to

Learning Activity 4 and completing delegation form (Obj 3)

Differentiate between responsibility, authority and accountability (Obj. 4)

List 3 tasks that can be delegated and 3 tasks that cannot be delegated (Obj. 5)

Describe 5 ways to improve delegation (Obj. 6)

List 4 reasons why supervisors don't delegate (Obj. 7)

List 3 reasons why employees don't accept responsibility (Obj. 8)

Sources of Information for Selected Learning Activities

Learning Activity 2 - p. 128 in FSM Study Course

Learning Activity 5 - p. 127 in FSM Study Course

Learning Activity 13 - p. 129 in FSM Study Course

Learning Activity 17 - p. 129 in FSM Study Course

DELEGATION STYLES

A. Consider your thinking and answer the following groups of statements by ranking each group from 1 to 4. Use the scale of 1 = minimum to 4 = maximum. Each group must have rankings of 1, 2, 3, 4.

1. The first thing new employees should learn is:
___ a. How to take and follow directions.
___ b. How to do things on their own to develop their abilities.
___ c. How to do things on their own in order to save supervisors time in working with them.
___ d. Who the boss is around here.

2. In preparing new employees for their jobs, I prefer to:
___ a. Help them develop goals and objectives similar to the company.
___ b. Make sure they know exactly what to do when working on the job.
___ c. Make them as independent as possible as soon as possible.
___ d. Insist they keep me posted on what they are doing.

3. Of the benefits of delegation, the one I like most is:
___ a. Allowing employees the opportunity to develop.
___ b. Freeing me for more immediate duties.
___ c. Keeping people busy and out of trouble.
___ d. Being able to give up some personal control in order to gain more control over results.

4. If a supervisor assigns work to an employee but keeps the authority, this supervisor is:
___ a. Keeping authority where it should be - with the manager.
___ b. Keeping a new employee from making embarrassing errors.
___ c. Not allowing the employee an adequate opportunity to learn through trial and error.
___ d. Not considering the organization's needs for developing competent employees.

5. When I assign a task and delegate authority, I emphasize:
___ a. The importance of the job to the organization.
___ b. How I am expecting employees to succeed.
___ c. That employees should follow the chain of command.
___ d. That employees decide for themselves what they want to do.

6. As far as delegation is concerned:
___ a. I can do most things faster myself.
___ b. Delegation must be controlled so authority does not break down.
___ c. Employees should take the opportunity and run with it, taking some work from the supervisor.
___ d. It helps employees develop in their work.

7. I delegate mainly because:
___ a. Employees have proven to me they have earned and can handle it.
___ b. I want to use the employees' talents.
___ c. The organization requires it by the way work is organized.
___ d. It reduces interruptions from employees.

8. I don't delegate mainly because:
___ a. I am accountable for any employee mistakes.
___ b. Employees need to learn more before receiving assignments.
___ c. Risking mistakes costs the organization money and time.
___ d. I am looking for the right opportunity to delegate.

9. Of the following new employees, I would delegate first to the one who obeys orders and:
___ a. Shows respect for supervisors.
___ b. Gives reason for me to feel things will be done the way I want them.
___ c. Shows ability and interest in taking more responsibility.
___ d. Needs the least amount of follow-up from me.

10. The situation in which I would likely delegate the most is:
___ a. When my employees are located away from me and a lot of time is needed to control.
___ b. When work must be done quickly and employees know exactly what to do.
___ c. When employees would loaf while I was gone.
___ d. When employees could make a meaningful contribution.

B. Record your rankings (1,2,3,4) for each group of statements. Note that these are not arranged alphabetically on the key below. Total your points in each column to determine your delegation style.

KEY

Set 1	a____	b____	c____	d____
Set 2	b____	a____	c____	d____
Set 3	d____	a____	b____	c____
Set 4	a____	d____	c____	b____
Set 5	c____	a____	d____	b____
Set 6	b____	d____	c____	a____
Set 7	c____	b____	d____	a____
Set 8	c____	b____	d____	a____
Set 9	a____	c____	d____	b____
Set 10	b____	d____	a____	c____
Column totals	____	____	____	____
Description	Keep authority for organization	Delegate authority for organization	Delegate authority for personal reasons	Keep authority for personal reasons

DELEGATION CHECKLIST

Complete the checklist by indicating how often you do each of the following statements.

	Always	Sometimes	Never
1. Do you take work home regularly?			
2. Do you work longer hours than employees under you?			
3. When you return to work after a vacation, do you find your "in" basket too full?			
4. Are you still handling activities and problems you had before you were promoted to supervisor?			
5. Do your employees ask lots of questions regarding their work?			
6. Are deadlines always coming faster than you think?			
7. Do you spend more time than you should doing detail work that other employees could do?			
8. Can you answer any questions your administrator asks you about the foodservice department?			
9. When you are away from the department at a meeting and someone enters with a message, do you automatically assume it's for you?			
10. Do you require the foodservice employees to get approval before making contacts with other employees in job-related matters?			

Delegation Form

Position: Foodservice Supervisor

Objectives:
1. Determine what tasks to delegate
2. Develop employees through delegation

What I Do	Result Expected	Who is able to do the task	Who can be trained to do the task

New Employee at Happy Valley Care Center

Delegation Case

Barb Smith was very frustrated. She had been on the job for one week and wondered when her supervisor, Gwen Peters, would finally let her do her work on her own. First, the job wasn't that difficult. She was to work with the head cook in preparing the evening meal. She could follow directions and was feeling comfortable with where items were stored. Bar felt she caught onto using the equipment quickly.

It seemed that every 30 minutes, Gwen would come into the kitchen and check on how things were going. In fact, Gwen started giving Barb all kinds of directions about preparing the entrees. "Be careful, make sure the meat is cooked slowly, be sure you use the right beaters for the 30 quart mixing bowl, and so on". In addition, Gwen would come in and watch Barb weigh ingredients and even correct her when she was three to four ounces off on weighing 35 lbs. of meat. She sure is nitpicking, thought Barb. I thought she would quit checking so often after a few days, but that's the way she is with many employees.

If you were Barb Smith, would you try to do anything about the situation?

What might you do to improve the situation?

________Quit.

________Work for a while longer and see if the situation continues.

________Photostat a copy of the delegation chapter and mail it to her unsigned.

________Ask the head cook for advice.

________Do your best to ignore the situation because Gwen is the supervisor.

________Talk to older employees to see if one of the would discuss the matter with Gwen.

________Ignore what Gwen is saying, as much as possible.

Gracious Living Care Center
Delegation Case

The foodservice employees at Gracious Living Care Center had been working hard to get ready for a big event. During the planning for this event, Kim, the foodservice supervisor told Jane, the kitchen manager, she and her committee would be responsible for planning the menu and seeing that all the food was prepared.

About three weeks ago, Sara, one of Jane's committee members, came to Kim in a frenzy. She knew about the responsibility for the event and was in a panic because she felt Jane hadn't done anything to get ready.

Kim and Sara sat down and planned the menu. Kim told her to order the food and plan the production schedule. Kim presented the menu to the administrator and she was very pleased. All her favorite foods were included.

Last week when the food was served Kim was shocked to find a different menu was used. Kim confronted Jane with the evidence. Jane said, "You told me to plan the event, and I did".

1. What communication problems existed in the organization?

2. What improvements would you suggest in terms of delegation and communication?

3. How would you have handled the situation when Sara came to you in a panic?

Reasons Why Supervisors Don't Delegate

(1) Don't believe in delegation

(2) Don't trust employees

(3) Don't want responsibility for mistakes of others

(4) Get trapped in "I can do it better myself" fallacy

(5) Lack ability to direct employees

Tasks appropriate to be delegated:

(1) time-consuming/routine detail others can and able to do

(2) tasks others can do better than you do

(3) tasks/responsibilities that motivate/develop employees

Steps in delegation:

(1) Preparation

(2) Clarification

(3) Delegation

(4) Follow up

Most commonly made mistakes of delegation:

(1) Do not communicate enough

(2) Skip planning stage

(3) Oversupervise

(4) Do not take time to train unqualified employees

(5) Do not set control points to monitor

(6) Delegate meaningless extra duties to employees

(7) Delegate to wrong person

(8) Delegate unpleasant parts of the job

(9) Delegate same task to more than one employee

15. DECISION MAKING

Objectives

1. Differentiate between the types of decisions made by supervisors.
2. Recognize when decisions need to be made.
3. Use the steps in the decision-making process.
4. State guidelines that facilitate the acceptance of decisions by employees.
5. Learn to recognize when to use individual approach versus group approach to making decisions.

Learning Activities

1. Discuss the relationship between the level of decision that needs to be made and the decision-making process selected. (Obj. 1)
2. Discuss types of decisions made by food service supervisors (Obj. 1)
3. Discuss whether or not the same general approach to making decisions can be used on a personal level and an organizational level. (Obj. 1)
4. Have class members record and evaluate decisions made using Activity 4 in FSM Study Course. (Obj. 1)
5. Discuss what factors should be considered when deciding if a decision should be made immediately or not. (Obj. 2)
6. Using transparency from Instructor Resources, discuss the decision-making process. (Obj. 3)
7. Have class members work through decision-making process, Activity 3 in FSM Study Course. (Obj. 3)
8. Discuss factors to keep in mind when making decisions. (Obj. 3, 4)
9. Share steps used in making a recent decision that had a great impact on the food service department or facility. Was the decision accepted by employees? Why or why not? (Obj. 3, 4)

10. Using the situation: The dry storage area in your food service department is too small, have class members individually decide what needs to be done. Using the same case, have class members discuss options as a group. Discuss how group input can lead to different decisions/options. (Obj. 3, 5)

11. Discuss case study, Activity 1 in FSM Study Course. (Obj. 5)

Class Member Resources

Food Service Management Study Course, Chapter 15

Instructor Resources

Food Service Management Study Course, Chapter 15

Transparency: Decision-making process

Suggested Evaluation

The class members will show their ability to:

Describe different types of decisions made (Obj. 1)

Discuss when decisions must be made or may be postponed or not made at all (Obj. 2)

Use steps in decision-making process (Obj. 3)

List 4 guidelines that facilitate acceptance of decisions by employees (Obj. 4)

Give examples of when individual versus group approach should be used in making decisions (Obj. 5)

Sources of Information for Selected Learning Activities

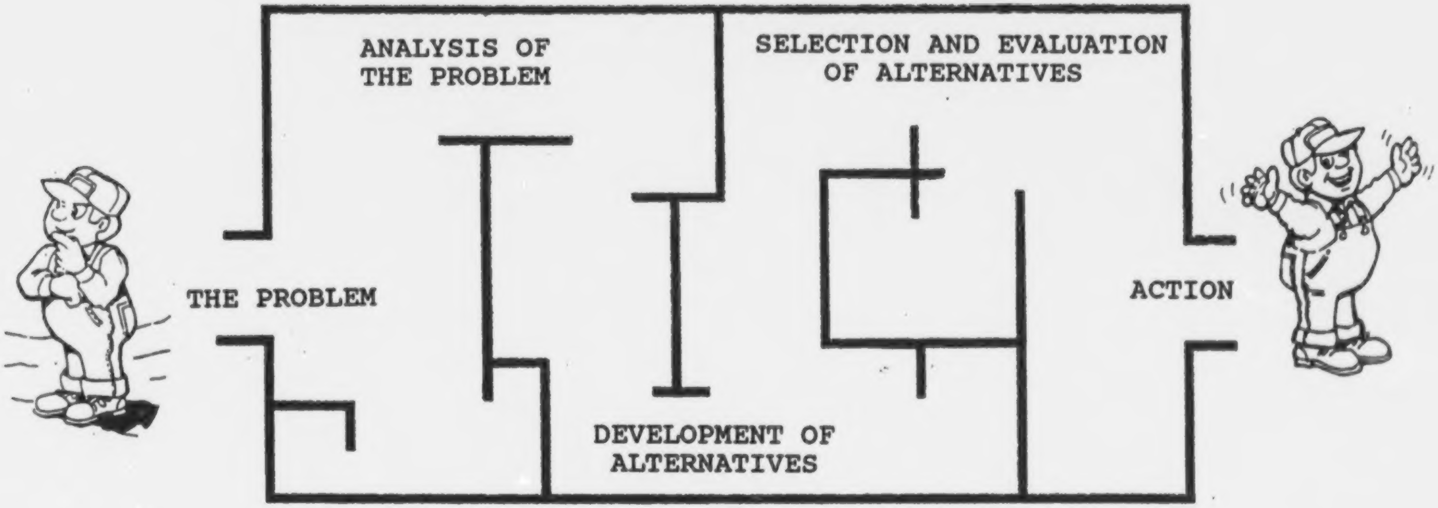
Learning Activity 1 - p. 135 in FSM Study Course

Learning Activity 2 - p. 135 in FSM Study Course

Learning Activity 5 - p. 135, 138 in FSM Study Course

Learning Activity 6 - p. 136 in FSM Study Course

Learning Activity 8 - p. 138 in FSM Study Course


ANALYSIS OF THE PROBLEM
SELECTION AND EVALUATION OF ALTERNATIVES
THE PROBLEM
ACTION
DEVELOPMENT OF ALTERNATIVES

16. CONFLICT MANAGEMENT

Objectives

1. Describe positive benefits and negative consequences of conflict.
2. Differentiate between intrapersonal and interpersonal conflict.
3. Describe several methods of resolving interpersonal conflicts.
4. Understand causes of conflict within organizations.
5. Develop specific guidelines for resolving conflict in a constructive way.
6. Describe the supervisor's role in handling conflict.

Learning Activities

1. Discuss positive benefits and negative consequences of conflict in food service departments. Cite examples of each. (Obj. 1)
2. Discuss differences between intrapersonal and interpersonal conflict. (Obj. 2)
3. Discuss several methods that can be used to deal with interpersonal conflict. Have class members cite examples of various methods used in food service departments. (Obj. 3)
4. Show film, "Resolving Conflict". Shows what can be done to directly deal with and resolve conflicts as they arise. (Obj. 3, 5)
5. Discuss handling interpersonal conflict, Activity 1 in FSM Study Course. (Obj. 3, 6)
6. Discuss handling conflict with the boss, Activity 2 in FSM Study Course. (Obj. 3, 6)
7. Discuss reasons for conflict within a facility. (Obj. 4)
8. Discuss case study, Activity 3 in FSM Study Course. (Obj. 4, 6)
9. Discuss Hickory Hills Care Center Case (Class Member Resources). (Obj. 4, 6)
10. Using transparency from Instructor Resources, discuss recommendations for handling conflict in a constructive way. (Obj. 5)

11. Using Creative Problem-solving checklist from Class Member Resources, discuss resolving conflicts with class. (Obj. 5)

12. Discuss differences between individuals who try to avoid conflict at all costs and those who thrive on it. What concerns should a supervisor have in each situation? (Obj. 5, 6)

13. Have class members relate conflicts from their organizations. How were they handled? Were they successful or not? Why or why not? (Obj. 6)

14. Discuss West Manor Care Center case (Class Member Resources). (Obj. 6)

Class Member Resources

Food Service Management Study Course, Chapter 16

Creative problem-solving checklist

Case: Hickory Hills Care Center

Case: West Manor Care Center

Instructor Resources

Food Service Management Study Course, Chapter 16

Film, Resolving Conflict", 22 min.; available from Iowa State University Media Resource Center, Pearson Hall, Ames, IA 50011 (Available through Community Colleges)

Creative problem-solving checklist

Transparency: Handling Conflict Constructively

Suggested Evaluation

The class members will show their ability to:

List 3 benefits and 3 negative consequences of conflict (Obj. 1)

Cite examples of intrapersonal and interpersonal conflict (Obj. 2)

Match the method of resolving conflict with the definition (Obj. 3)

Respond appropriately to Learning Activity 7 (Obj. 4)

List 3 recommendations for resolving conflict constructively (Obj. 5)

Respond appropriately using information from class discussion to Learning Activity 5, 6, 9 (Obj. 6)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 143, 144 in FSM Study Course

Learning Activity 2 - p. 144 in FSM Study Course

Learning Activity 3 - p. 145 in FSM Study Course

CREATIVE PROBLEM-SOLVING CHECKLIST

1. Preparation
    a. Review current policies
    b. Identify objectives (personal and organizational)
    c. Identify pertinent issues and review history of the situation (Will direct, open discussion solve the problem?)
    d. Determine the primary players (Are there groups who hang out together? Work together?)
    e. Establish some possible alternatives
2. Open and Direct Consideration of the Conflict
    a. Identify the issues
    b. Gather adequate information
    c. Recognize feelings of players
    d. Ask for alternatives (listen, don't promise)
    e. Identify objectives (what comes next)
    f. Evaluate consequences of various alternatives
3. Questions
    a. Does your behavior as supervisor contribute to the resolution or management of conflict?
    b. What parts of the situation can be changed?
    c. What are the time and resource constraints? (Don't set people up for failure)
4. Actions
    a. Decisions for resolving conflict
    b. Further discussion to reach consensus or solution
    c. All conflict to continue

Hickory Hills Care Center

Conflict Management Case

Rachel Meyer, supervisor of the Hickory Hills Care Center food service department, really has a problem. She has been having trouble with two of her best employees. Ruth Peters is 52 years old and has been with the care center for 30 years. She started as a part time employee and has worked her way up to head cook. She knows the department procedures better than anyone and prides herself in the fact that many new employees come to her for advice.

Karina Blackstone is 25 years old and is attending a two-year community college in a food service management program. She worked in a much larger care facility before going back to school. Since beginning her employment at Hickory Hills, Karina has made numerous suggestions about improving procedures. In fact, she just recently proposed an entirely different procedure for ordering food and supplies.

Rachel has decided to talk her consulting dietitian, Anne Gilroy about the problem. The discussion went as follows:

Rachel: I don't Anne, sometimes I feel like putting Karina and Ruth in a room and not letting them out until they agree to get along.

Anne: What do they argue about?

Rachel: Anything that comes up. You can count on it that if Karina purposes something, Ruth will be against it. Karina also contributes to the problem in that she acts like Ruth is not even there. If she could ask Ruth for advice every once in a while, that would help.

Anne: Is there any affect on the other employees?

Rachel: For the most part, most employees try to ignore it. Now, the arguments are becoming more frequent, and it seems employees are choosing sides.

Questions:

1. What is the reason for the conflict?
2. How has Rachel been dealing with the conflict?
3. As Anne, what would you recommend as a solution to this problem?

West Manor Care Center

Conflict Management Case

The foodservice employees at West Manor Care Center have a high morale and generally are good workers. However, lately several key employees have been taking longer coffee breaks by 5-to-8 minutes. Carol, the supervisor, feels that some of the more conscientious employees resent this. She is concerned about upsetting the guilty employees by asking them to stop taking the longer breaks.

As the supervisor, how would you handle this situation to provide for a positive work environment? Prevent any conflict from occurring?

What would you communicate to the employees?

Handling Conflict Constructively

Transform attack on the problem, away from people

Don't expect perfect/correct answers

Let silence work for you

Use open-ended questions to gather information

Use closed-ended questions to come to consensus

Use authority judiciously

Don't offer a solution too quickly

Be patient

17. DISCIPLINE, GRIEVANCES, LABOR UNIONS

Objectives

1. State reasons why discipline is necessary.
2. Describe the essentials of good discipline.
3. Differentiate between negative and positive approaches to discipline.
4. Describe how staffing procedures affect discipline within an organization.
5. Use the steps in the positive approach to discipline.
6. Incorporate discipline considerations before taking action.
7. Describe supervisor's role in disciplining employees.
8. State the benefits of a grievance procedure.
9. Describe the supervisor's role in dealing with grievances.
10. Use the grievance procedure within the organization.
11. List reasons why employees join unions.
12. Describe the supervisor's role during union campaigns and in working with the union.
13. Understand advantages and disadvantages of unions.

Learning Activities

1. Discuss why discipline is necessary in a food service department. (Obj. 1)
2. Discuss the supervisor's role in disciplining employees using the Meadow Lane Care Center and/or Nancy Blackmore cases (Class Member Resources). (Obj. 2, 3, 7)
3. Discuss Rolling Hills Care Center case (Class Member Resources). (Obj. 2, 3, 7)
4. Using the discipline activities from Instructor Resources, break the class into small groups and have class members discuss the situations. (Obj. 2, 4, 5, 6)
5. Discuss various discipline procedures used at different facilities. Should changes be made? (Obj. 3)

6. Role play a discipline problem (Instructor Resources). Have class members discuss the approach that was used. Two cases are available (Obj. 3, 4, 5)

7. Review typical procedure used for disciplining an employee. (Obj. 3, 5)

8. Discuss the relationship between policies and procedures and discipline. Do policies and procedures make supervisors jobs easier or harder in respect to discipline? Note: It makes it both easier, they help employees stay on track; and harder, infractions call for discipline. (Obj. 4)

9. Discuss the difference between the state of discipline and discipline action. (Obj. 4)

10. Discuss case study, Activity 4 in FSM Study Course. (Obj. 4, 7)

11. Using transparency from Instructor Resources, discuss positive reinforcement to avoid discipline. (Obj. 5)

12. Show film, "Discipline without Punishment". Shows a step-by-step method that works in positive disciplining. (Obj. 5, 6)

13. Using transparency from Instructor Resources, discuss what types of discipline is needed. (Obj. 6)

14. Discuss the supervisor's role in handling grievances. (Obj. 7)

15. Have class members record handling of discipline problems for discussion, Activity 2 in FSM Study Course. (Obj. 7)

16. Discuss the benefits of having a grievance procedure in the facility. (Obj. 8)

17. Have each member review the facility's grievance procedures, Activity 1 in FSM Study Course. Have class members explain how they have used it. (Obj. 9, 10)

18. Using transparency from Instructor Resources, discuss how unions came about. (Obj. 11)

19. Discuss: During your current or previous job, why would you or other employees want to join the union? (Obj. 11)

20. Discuss the supervisor's role in relating to unions. (Obj. 12)

21. Divide class into groups for a debate. Have one group discuss the advantages of unions and the other the disadvantages of unions to food service departments. (Obj. 13)

Class Member Resources

Food Service Management Study Course, Chapter 17

Case: Meadow Lane Care Center

Case: Nancy Blackmore

Case: Rolling Hills Care Center

Instructor Resources

Food Service Management Study Course, Chapter 17

Discipline activities

Role Play discipline case

Film, "Discipline without Punishment", 22 min.; available from Iowa State University Media Resources, Pearson Hall, Ames, IA 50011 (Available through Community Colleges)

Transparency
Using positive reinforcement to avoid discipline
What type of discipline is needed?

Transparency: How a union begins

Suggested Evaluation

The class members will show their ability to:

State 5 reasons why discipline is necessary in an organization (Obj 1)

Respond appropriately to Learning Activity 2, 4 (Obj. 2, 7)

Explain the difference between negative and positive approaches to discipline (Obj. 3)

Respond appropriately to Learning Activity 8 (Obj. 4)

Provide appropriate responses to Learning Activity 6 (Obj. 5)

List types of information that should be considered before taking discipline action (Obj. 6)

Respond appropriately to Learning Activity 16 (Obj. 8)

Respond appropriately to Learning Activity 17 (Obj. 9, 10)

List 5 reasons why employees join the union (Obj. 11)

Respond appropriately to Learning Activity 20 (Obj. 12)

Debate the advantages and disadvantages of unions (Obj. 13)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 151-152 in FSM Study Course

Learning Activity 2 - throughout chapter 17 in FSM Study Course

Learning Activity 9 - p. 151 in FSM Study Course

Learning Activity 14 - p. 157 in FSM Study Course

Learning Activity 16 - p. 156 in FSM Study Course

Learning Activity 19 - p. 158 in FSM Study Course

Learning Activity 20 - p. 158 in FSM Study Course

Learning Activity 21 - p. 159 in FSM Study Course

Nancy Blackmore

Discipline Case

Nancy Blackmore just got off the phone. Alice Smith called in again and said she was sick. This is beginning to be a habit, thought Nancy. She then went to Alice's personnel file to look at the recent absences. It looked like a pattern. Nancy noted that Alice was out every other Monday for the last six months. She had used all of her sick leave and was now using vacation time.

Alice's absences were getting to be a problem for Nancy. Not only was she having to perform her regular tasks, but she also was having to pick of Alice's tasks.

Nancy thought about the situation for a while. As a matter of fact, she had noticed that Alice had been very moody lately. She rarely spoke to anyone when she came to work last week. Lately, She did not even take coffee break at 10:00 a.m. with her regular group because she said she had too much work to do.

Nancy plans to make an appointment to discuss the absences with Alice. As Nancy, what would you discuss with Alice?

Meadow Lane Care Center
Discipline Case

"Mrs. Lucas? This is John", came the voice on the other end of the line. "I sprained my ankle planning soccer last night, and I won't be able to come to work this afternoon.

"Oh, no", replied Mrs Lucas, supervisor at Meadow Lane Care Center. "This is a busy time. One of our employees is on vacation, and the had a family emergency. I was counting on the other employees to work at 100% efficiency to get the work done." We're are having state inspectors visit today.

"I'm really sorry", John said. "But soccer is a rough sport and these things happen."

"This is the third time your ankle has gone out on you, John", Mrs. Lucas replied. "You know I was counting on all employees, including you, to help through this time. Your absence is going to be stressful."

"But what can I do?" John asked. "I can't walk on it."

Questions:

1. As Mrs. Lucas, describe the discipline action that you would take with John when he came back to work.

2. How will the handling of this discipline affect other employees who were affected by his absence?

3. Why do you think John has not thought about the effect of an injury on work when he knew they were going to be shorthanded.

Rolling Hills Care Center
Discipline Case

Jan and Karen are very good friends. They have been working together in the Rolling Hills Care Center. Karen has been promoted to supervisor just recently. After a month, it appeared that Jan is getting used to Karen being her supervisor.

A couple of weeks ago, Jan beginning showing up late for work, and her quality of work has decreased. In conversation with her co-workers, she has stated that she didn't think Karen would do anything about her being late because they are good friends. Their families have gone on vacations together and in the summer they usually go fishing or have picnics together three times a month.

Karen is feeling uncomfortable about the situation. She realizes that their friendship may be getting in the way of their work relationship. Yesterday, however, Karen did ask Jan to come into her office.

Questions:

What should Karen discuss with Jan?

Does the off-work relationship affect work relationship?

What might have been done to avoid the current situation between Jan and Karen?

Discipline Activities

Situation 1.

An employee who is very productive and always has his work done has been 30 minutes late three times in the last two weeks. The first time there was a child care mix-up, and he had to find a substitute. No disciplinary action was taken. Recently, there hasn't been a real good excuse.

Situation 2.

Mary, the head cook, is 20 minutes late for work at least once a week. She is very capable and gets her work done on time. However, the supervisor has to answer some questions from assistants when she is not there.

1. What should the supervisor do in situation 1? (List the steps that should be taken).
2. What should the supervisor do in situation 2?
3. As the supervisor, explain why you treated the two employees the same or different?

Situation 3.

Joe, the foodservice supervisor, caught an employee eating while working on the job. The organization has a sanitation policy that states this is not allowed. The policies were given to the employee during orientation. Joe warned her the first time he noticed the action.

1. What should Joe do?
2. Outline the steps that should be used to help the employee want to change behavior.
3. If the employee was found eating on the job a third time, what should Joe do?

Discipline Case*

Role Play

Kim was doing it again. She was using the phone in the main kitchen office. You did not have to be a detective to know that she was involved in a personal phone conversation. Tom Smith the supervisor waited for the conversation to end and then asked Kim to come to his office at the end of the shift.

Back in the office, Tom reviewed the facts that he had documented in Kim's personnel file. Kim has been observed in nonwork conversation on the office phone frequently; at least 3-4 times per day for the last 3 weeks. He had spoken to her twice about this abuse and had tried to work out a solution. The last discussion had been two weeks ago. Kim's behavior had been worse in the past week.

Overall, Kim is a good worker. The problem of many phone calls has only come up in the last couple of months. Tom would probably let the issue "ride" except for the fact that other employees were asking permission to use the phone during work hours.

As Tom Smith, what would you say to Kim at the end of the shift?

* could be used for communication

18. TIME MANAGEMENT

Objectives

1. Identify biggest time wasters of individuals.
2. Describe the importance of time management in supervising food service departments.
3. Analyze time management techniques that can be used to plan better use of time.
4. Apply time management principles.

Learning Activities

1. Show film "Time Trap". Shows how effective management of ourselves allows time to meet objectives at work and still have time at home. Shows many how to techniques. (Obj. 1, 2, 3)
2. Have class members keep a time inventory, Activity 2 in FSM Study Course. (Obj. 1, 3)
3. Discuss why the supervisor's time is a major resource that must be managed carefully. (Obj. 2)
4. Discuss case study, Activity 5 in FSM Study Course (Obj. 1, 3, 5)
5. Have class members complete the time management questionnaire, Activity 1 in FSM Study Course. (Obj. 3)
6. Have class members volunteer their own time management suggestions. (Obj. 3)
7. Discuss general and specific approaches supervisors can use to plan time more effectively. (Obj. 3, 4)
8. Have class members brainstorm ways to use short periods of time, Activity 4 in FSM Study Course. (Obj. 3, 4)
9. Review Planning handout with class members from Class Member Resources. (Obj. 4)
10. Discuss Time Management and Ten Useful Tips to Avoid Wasting Time handouts with class members from Class Member Resources. (Obj. 4)
11. Have class members set priorities by completing To Do List handout (Class Member Resources). (Obj. 4)

Class Member Resources

Food Service Management Study Course, Chapter 18

Handouts
- Planning
- Time Management
- To Do List
- Ten Useful Tips to Avoid Wasting Time

Instructor Resources

Food Service Management Study Course, Chapter 18

Film, Time Trap, 30 min. Available from Iowa State University Media Resource Center, Pearson Hall, Ames IA 50011 (Available through Community Colleges)

Suggested Evaluation

The class members will show their ability to:

List 7 time wasters of individuals (Obj. 1)

Appropriate response to Learning Activity 3 (Obj. 2)

Provide appropriate ideas and responses to Learning Activity 5, 6 (Obj. 3)

Provide appropriate responses to Learning Activity 7, 8 (Obj. 3, 4)

Sources of Information for Selected Learning Activities

Learning Activity 7 - p. 166-167 in FSM Study Course, handouts

Learning Activity 8 - p. 168 #15 in FSM Study Course

PLANNING

Here are a couple of simple, yet powerful techniques that will help you plan your responsibilities.

If you look at any successful supervisor in any company, one common denominator is that the manager is organized by planning the day (week, month, year).

1. **MAKE A DAILY TO-DO LIST**
   List your activities at the end of the day for the next day's activities.

2. **SET YOUR PRIORITIES BY RATING THEM "A", "B", OR "C".**
   A = Must do today
   B = Needs to be done
   C = Nice to do

3. **START YOUR WORKDAY BY DOING "A"'S [illegible] "C"'S**
   Remember A's need to be done today. Doing [illegible] that you get paid for! Today's C's will be come tomorrow's A's, so concern yourself with tomorrow once you have revised your to-do list for that day.

4. **"WHAT IS THE BEST USE OF MY TIME RIGHT NOW?"**
   Ask yourself this question throughout the day as it is necessary to keep you on track, doing your A's.

5. **HANDLE EACH PIECE OF PAPER ONLY ONCE**
   a. Throw out third class mail
   b. Route papers onto employees under you, when possible
   c. Read, then throw away if not important
   d. Delegate tasks whenever possible

6. **DO IT NOW!**
   Have a sense of urgency, don't put off till tomorrow what can be done today!

REMEMBER, IF YOUR BOSS TELLS YOU TO DO SOMETHING, IT IS AN "A" EVEN IF YOU PERCEIVE IT TO BE A "C".

SEE EXAMPLE OF TO DO LIST

Time Management

1. There's no such thing as time management! So why should you read the rest of this handout? Because there is such a thing as self management and that's the key to making time your ally rather than your enemy.

2. You have only 24 hours in your day. So how do you end up frustrated, angry, and behind in your work? Maybe because you don't know how to use those 24 hours to your best advantage.

3. If using your time wisely is a problem for you, you probably don't have a very good idea of where it all goes. It just seems to go! A good place to start then is to keep track of how you use your time. Use a time log or schedule form to faithfully keep track of how you use your waking hours for one week. The results will probably surprise you.

4. The next step is to develop a format for planning several more of these weekly schedules. You'll discover, among other things, if you get 7 hours sleep a night, you have 119 hours per week to do everything you need to do. That, of course, includes going to work, eating, social activities, personal hygiene, organizations, telephone and TV time. Then try sticking to your schedule for a week. This should give you a good idea of your real priorities!

5. If you have trouble, chances are there's a culprit lurking somewhere, dogging your every move. Chances are this culprit's name is Procrastination. Procrastination comes in a million disguises. Among the more common of these are:

   "One more day won't make any difference; I'll just put that off until tomorrow."

   "It won't matter if I'm a few minutes late: no one else will be on time."

   "I'll get started on it just as soon as this show is over."

   "I work best under pressure."

   "I'll play just one more game of solitaire."

   Fill in the blank: "______________________________."

6. Learn to say NO. Turning down an invitation doesn't mean you'll never be asked to do something again. Weigh the consequences. Making a decision based on what you know is best for you at the time, leads to greater respect from your friends.

7. Stay away from the telephone. If it's really important, they'll call back. Who's pulling your strings, anyway?

8. Use a monthly calendar to help you allocate your time on the weekly schedule. At the beginning of each month, spend an hour with your calendar to enter all important dates and scheduled projects or events.

9. By counting backwards like this, you'll be surprised how well you're using your time. And, by being really honest with yourself and taking account of all your priorities, you'll be able to go to the movie and not feel guilty.

10. At the start of each week, transfer important items from your calendar to your weekly schedule. This helps you avoid things that might otherwise sneak up on you.

11. Be sure to schedule time for exercise and time for yourself. Your brain works best when it has sufficient oxygen. Your concentration is enhanced when you go hard at a task until you feel yourself fading.

12. Suggestions such as these don't lead to enslavement by a calendar. It may sound like it, especially if you're a skilled time mismanager. But it actually leads to a greater sense of freedom and accomplishment because you're in control. That's all self-management is--managing your life more effectively. By following these suggestions, you'll be happier, more satisfied, and more productive. Try it--you'll like it!

13. One last thing: WEAR A WATCH!

TO DO LIST

TIME		A	B	C

Ten Useful Tips to Avoid Wasting Time

H. Kent Baker

1. Consolidate Similar Tasks

Group or consolidate similar tasks. This step will not only minimize interruptions but also will economize on the utilization of resources and efforts. For example, instead of making calls sporadically throughout the day, group and make out-going calls at specific times each day. Frequent callers can also be informed that the best time to reach you is during certain hours.

2. Tackle Tough Jobs First

A tendency exists to work on petty chores first with the idea of working up to bigger projects. What often happens, however, is that the tough jobs simply don't get done because too much time is spent doing the unimportant things, and by the time you get to the tough jobs you are too tired to work on them. The solution is to reverse the process. Start your day with the important work when your energy level is high and work your way down your list of priorities.

3. Delegate and Develop Others

If you think that the only way to get something done right is to do it yourself, then you are probably overwhelmed with work while your subordinates enjoy less harried work schedules. Try to break the "do-it-yourself" habit. Delegate work whenever possible. Delegation does not mean "dumping" a task on someone else but carries with it the responsibility of making sure that the individual has the requisite skills and knowledge to do the job. The time devoted to training and motivating people to do tasks which customarily are performed by you will reduce your time burdens and enrich the jobs of others.

4. Learn to Use Idle Time

Always try to maintain a reservoir of things to do during idle periods. Instead of waiting for an appointment with nothing to do, you can read an article, review a report or catch up on correspondence. Travel time can also be converted into useful time. For instance, if you have always wanted to take a management improvement course but could not find the time to get away, then listen to tapes as you drive to work.

5. Get Control of the Paper Flow

To stem the flood of paper work, decide what can be streamlined or eliminated. Throw out junk mail, cancel unused subscriptions, and have mail routed directly to subordinates. If possible, handle each piece of paper once and don't pick up a piece of paper unless you plan to do something with it. For example, a complaint does not go away simply because the letter has been put aside; so, move the paperwork along instead of letting it stack up on your desk.

6. Avoid the Cluttered Desk Syndrome

If your desk is piled high with paper and you waste time looking for buried items, clear it of everything except the work you intend to do during the day, and keep it visible. Chances are you'll get it done.

7. Get Started Immediately on Important Tasks

Don't put off a job just because it seems overwhelming. Instead, break it into bite-sized pieces. By following this technique (the Swiss cheese technique) you'll find that you're poking holes in the project and suddenly it is less overwhelming. Second, unfinished work is more motivating than unstarted work. By having started, you've made an investment of your time and are more likely to complete the task.

8. Reduce Meeting Time

Some weekly meetings take place only because a week has elapsed. Eliminate those. Improve the quality of remaining meetings. Follow an agenda. Save time and money. If meetings are running too long, schedule them to bump up against lunch hours or quitting time. Consider standup meetings to guarantee short ones.

9. Take Time to Plan

By taking time to plan, you end up saving time. Instead of spending the day "fire fighting," develop a schedule for doing the things that must be done in the available time.

10. Learn to Say "No"

Someone is always asking for a piece of your time. Instead of being honest and saying "no" to the request, the tendency is to hedge and end up accepting a responsibility you neither want nor have time to perform. Saying "no" requires some courage and tact but you will be proud when you get it down pat.

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19. STRESS MANAGEMENT

Objectives

1. Differentiate between good and bad stress.
2. Identify symptoms of stress.
3. Describe actions that can be used in managing and relieving stress.
4. Describe the major causes of stress in the personal and work lives of supervisors and employees.
5. Describe the supervisor's role in addressing stress of employees.

Learning Activities

1. Discuss the difference between good and bad stress. (Obj. 1)
2. Show film, "The Stress Mess". A humorous, yet factual film that shows how to identify the sources and signs of stress in our lives. Teaches how to reduce and manage stress. (Obj. 1, 2, 3)
3. Discuss case study, Activity 3 in FSM Study Course. (Obj. 2, 5)
4. Discuss Managing Stress handout with class members (Class Member Resources). (Obj. 2, 3, 5)
5. Discuss "Dealing with Stress" techniques (Class Member Resources). (Obj. 3)
6. Have students complete The A/B Life Style Questionnaire or Quick Scoring Test for Assessing Stress and Tension Levels from Class Member Resources. (Obj. 4)
7. Have class members complete the Social Readjustment Rating Scale (Class Member Resources. Have them administer it to selected employees and report the results to the class. (Obj. 4)
8. Have class members complete Quick-Scoring Test for Assessing Stress and Tension Levels (Class Members Resources). (Obj. 4)
9. In small groups have class members brainstorm ways in which they can help employees who are under a lot of stress. Report back to the full class. (Obj. 5)

10. Have class members complete the on-the-job stress inventory, Activity 1 in FSM Study Course. Discuss the differences among class members who may have similar jobs. (Obj. 4)

11. Have class members complete Activity 2 in FSM Study Course. Discuss the process that has been made in controlling the stress. (Obj. 4)

Class Member Resources

Food Service Management Study Course, Chapter 19

Dealing with Stress techniques

A/B Life Style questionnaire

Quick Scoring Test for Assessing Stress

Social Readjustment Rating Scale

Managing Stress

Instructor Resources

Food Service Management Study Course, Chapter 19

Film, The Stress Mess, 25 min.; Available from Iowa State University Media Resource Center, Pearson Hall, Ames, IA 50011 (Available through Community Colleges)

Suggested Evaluation

The class members will show their ability to:

Contrast good and bad stress (Obj. 1)

List 8 symptoms of stress (Obj. 2)

List 5 actions steps that can be used to reduce personal and employee stress (Obj. 3, 5)

List 5 major causes of stress in personal and work lives of employees and supervisor (Obj. 4)

Sources of Information for Selected Learning Activities

Learning Activity 1 - p. 175 in FSM Study Course

Learning Activity 5 - p. 176-177 in FSM Study Course

Learning Activity 9 - p. 178 in FSM Study Course

QUICK-SCORING TEST FOR ASSESSING STRESS AND TENSION LEVELS

Circle the answer at right that applies most to you.

		Very Often	3 or More Times A Week	Hardly Ever
1.	I just can't seem to find the time to relax.	2	1	0
2.	Even when I find the time, I can't seem to relax or sleep.	2	1	0
3.	I find it necessary to take medication or drugs to relax.	2	1	0
4.	Meeting deadlines is something I face every day.	2	1	0
5.	I find it difficult to concentrate because of all the worries I have.	2	1	0
6.	I feel anxious, uptight, or have pain in my neck and shoulders.	2	1	0
7.	I have severe headaches or a nervous stomach.	2	1	0
8.	When I'm tense, I drink/take drugs/ smoke more.	2	1	0
9.	People make me tense.	2	1	0
10.	Even when I'm not working, I have difficulty clearing my mind enough to relax.	2	1	0

TOTAL SCORE

SCORE	TENSION LEVEL
14-18	Above average
10-13	Somewhat above average
6-9	Average
3-5	Somewhat below average
0-2	Below average

The Social Readjustment Rating Scale

Instructions: Add up the value of Life Crisis Units for Life Events experienced in two-year period.

Life Event	*Life Crisis units*
1. Death of a spouse	100
2. Divorce	73
3. Marital separation	65
4. Jail term	63
5. Death of close family member	63
6. Personal injury or illness	53
7. Marriage	50
8. Fired at work	47
9. Marital reconciliation	45
10. Retirement	45
11. Change in health of family member	44
12. Pregnancy	40
13. Sex difficulties	39
14. Gain of new family member	39
15. Business readjustment	39
16. Change in financial state	38
17. Death of a close friend	37
18. Change to a different line of work	36
19. Change in number of arguments with spouse	35
20. Mortgage over $40,000	31
21. Foreclosure of mortgage or loan	30
22. Change in responsibilities at work	29
23. Son or daughter leaving home	29
24. Trouble with inlaws	29
25. Outstanding personal achievement	28
26. Wife begins or stops work	26
27. Begin or end school	26
28. Change in living conditions	25
29. Revision of personal habits	24
30. Trouble with boss	23
31. Change in work hours or conditions	20
32. Change in residence	20
33. Change in schools	20
34. Change in recreation	19
35. Change in church activities	19
36. Change in social activities	18
37. Mortgage or loan less than $40,000	17
38. Change in sleeping habits	16
39. Change in number of family get-togethers	15
40. Change in eating habits	15
41. Vacation	13
42. Christmas	12
43. Minor violations of the law	11

0 to 150 - No significant problems
150-199 - Mild life crisis (33%) chance of illness)
200-299 - Moderate life crisis (50% chance of illness)
300 or over - Major life crisis (80% chance of illness)

Managing Stress

I. SYMPTOMS OF STRESS

Stress can affect a person in one or more of the following areas:

A. Physical: heart pounding, cold and clammy palms, dizziness, weakness, fatigue, insomnia, diarrhea, frequent urination, nausea, hyperventilation, headaches, high blood pressure. Prolonged stress may cause ulcers, strokes and heart attacks.

B. Emotional: anger, irritability, hostility, resentment, fears, phobias, general anxiety, obsessions, hyperexcitedness, depression, social withdrawal.

C. Cognitive: inability to concentrate and study, "freezing up," unclear thinking, difficulty speaking, forgetfulness ("drawing a blank").

II. SOURCES OF STRESS

A. Environment: time pressures, performance standards, noise, crowded conditions, lack of privacy, weather.

B. Body (physiological effects): poor diet, inadequate amounts of sleep, accidents, illness.

C. Thoughts: how you interpret your past, label present experiences, and predict the future can either serve to relax you or increase stress levels.

III. SOLUTIONS

Use one or more of the following techniques to change thoughts, change the situation, and/or do something different.

A. Time Management - a time budget sheet can be used to overcome rushing, constantly missed deadlines, insufficient time for rest and relaxation, a sense of being overwhelmed by demands. .

B. Change Environments - find a quiet place to concentrate.

C. Exercise - a short, intense activity will use up extra adrenalin which is produced when under stress. As a result, one relaxes more and may find that stress symptoms dissipate.

D. Meditation - by learning to focus on one thing at a time, this kind of self discipline increases effectiveness in setting and achieving goals and improves self-esteem. it may give one a sense of "being in control." This can be used for spontaneous problem solving.

E. Changing Thoughts - irrational beliefs can cause stress. For example, "I must be the best supervisor or else others will think I'm incompetent and I'll never get another job. By substituting rational beliefs for irrational ones, stress may be reduced.

F. Escapes - movies, books, talking to a good friend, and just being alone.

G. Physical Activities - other than exercises (change to a sitting position; warm or cold water on forehead, on eyes, over entire body; head-neck roll; massage).

H. Relaxation Exercises

   1) Deep breathing - Close eyes. Breathe deeply, hold, blow out the tension. Repeat 5 or 6 times.
   2) Gross Muscle Relaxation - Close eyes. Tense and then relax these muscle groups in the order given: feet, lower legs, upper legs, buttocks, stomach, chest and back, upper arms, lower arms, hands, shoulders, neck, face, mouth.
   3) Visualization - Close eyes. Visualize a relaxing scene in which you feel totally in control.

Note: These techniques need to be practiced to become more useful. They can be expanded to assist with specific forms of anxiety.

14. Along with inner peace, call on outside resources. If you are a believer, seek God's assistance; if not, seek whatever help gives you inner strength. Praying is talking to God; meditation is listening; doing both makes your transaction complete. People in all fields of endeavor testify to and practice this principle.

15. Seek out your higher ideals. Meditation especially helps to refocus and center on your ideals.

16. Listen to your feelings and intuitions. Stop, quiet yourself and listen to them.

17. Change the negative messages in your head. Understand your script, the messages that dampen your spirit and keep you from doing what you really want. Consider the opening quote: Are you too busy to laugh? Then you are indeed too busy.

Dealing with Stress

1. Take charge of your life and your work. Get in control of the things you can control, and stop worrying about those you cannot.

2. Develop a sense of inner calm. When confronted with a pressing situation, keep a cool head; reach inward for strength and insight.

3. Go directly to the source of the problem. Putting your "attention" on secondary sources only uses up valuable time and energy.

4. Develop a sense of quiet and try to make your environment quiet. Some people find a place with no phone where they can think and work. Take a walk at lunch time or find a peaceful setting. Relax. Grandpa's rocking chair was more than a tradition; it was good medicine.

5. Keep your work and private lives separate. Concentrate on each as an endeavor in itself. Sixty-hour-a-week supervisors have found this helpful to maintain their perspective.

6. Build a satisfying family life. By keeping private life separate from work, one can build a stronger home life. The family serves as a buffer for stress problems at work.

7. Whatever you do to manage stress, do what you enjoy and enjoy what you do. If you would rather take a hot bath than jog around the block, then do it. Medical authorities concur that strenuous exercise is not appropriate for everyone--that, important as exercise is, individuals should select the form that is best for them. Listen to your own body to develop a keen sense of physical (and mental) needs.

8. Anticipate stress and plan your response to it. By planning and even rehearsing your response to a production delay or a meeting with your boss, you take steps to master the situation, and mastery is a sure-fire antidote for stress.

9. Exercise and moderate your habits. Practically anything excessive--drinking, smoking, eating--even dieting--can reduce the body's efficiency. Moderation is good for health and for work. Adequate nutrition, sleep, privacy and hobbies help moderate one's life. Exercise helps both physical and mental conditioning.

10. Do not use physical activity to escape stress-producing situations. Given Guideline 9, unless you are training for a competitive sport, you probably do not need long periods of strenuous exercise. Exercise is no substitute for directly coping with a problem, although it helps work off immediate tension, relieves symptoms, and brings the problem more into focus.

11. Manage your time. The key is setting priorities and accomplishing the highest priority tasks first.

12. Change the stressful aspects of your situation. It may not be realistic to rewrite your job description to eliminate stressors. However, if a secretary is a stressor because she misses deadlines and produces shoddy copy, then assert your needs and discuss it with her.

13. Take time away from work. Take all your vacation time. Some companies insist employees do this. Get away somewhere; take the family or friends along to wherever your budget will permit. New surroundings refresh the mind and body.

14. Along with inner peace, call on outside resources. If you are a believer, seek God's assistance; if not, seek whatever help gives you inner strength. Praying is talking to God; meditation is listening; doing both makes your transaction complete. People in all fields of endeavor testify to and practice this principle.

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The A/B Life Style Questionnaire

Directions: As you can see, each scale below is composed of a pair of adjectives or phrases. Each pair represents two kinds of contrasting behavior. Choose the number that most closely represents the type of person you are and put it under the column labeled YOUR SCORE. Add your scores to get your total score.

		Rating Scale		Your Score
1.	work regular hours	0 1 2 3 4 5 6 7 8 9 10	bring work home or work late	________
2.	wait calmly	0 1 2 3 4 5 6 7 8 9 10	wait impatiently	________
3.	seldom judge in terms of numbers (how many/much)	0 1 2 3 4 5 6 7 8 9 10	place value in terms of numbers	________
4.	not competitive	0 1 2 3 4 5 6 7 8 9 10	very competitive	________
5.	feel limited responsibility	0 1 2 3 4 5 6 7 8 9 10	always feel responsible	________
6.	unhurried about appointment	0 1 2 3 4 5 6 7 8 9 10	frequently hurried for appointment	________
7.	never in a hurry	0 1 2 3 4 5 6 7 8 9 10	always in a hurry	________
8.	many interests	0 1 2 3 4 5 6 7 8 9 10	work is main interest	________
9.	try to satisfy self	0 1 2 3 4 5 6 7 8 9 10	want to be recognized by others	________
10.	not very precise	0 1 2 3 4 5 6 7 8 9 10	careful about detail	________
11.	can leave things temporarily unfinished	0 1 2 3 4 5 6 7 8 9 10	must get things finished	________
12.	satisfied with job	0 1 2 3 4 5 6 7 8 9 10	striving on the job	________
13.	listen well	0 1 2 3 4 5 6 7 8 9 10	finish sentences for others	________
14.	easy going	0 1 2 3 4 5 6 7 8 9 10	hard driving	________
15.	do things slowly	0 1 2 3 4 5 6 7 8 9 10	do things quickly	________
16.	do one thing at a time	0 1 2 3 4 5 6 7 8 9 10	think about what to do next	________
17.	rarely angry	0 1 2 3 4 5 6 7 8 9 10	easily angered	________
18.	slow speech	0 1 2 3 4 5 6 7 8 9 10	forceful speech	________
19.	express feelings	0 1 2 3 4 5 6 7 8 9 10	bottle up feelings	________
20.	rarely set deadlines	0 1 2 3 4 5 6 7 8 9 10	often set deadlines	________
			YOUR TOTAL SCORE	________

NOTE TO INSTRUCTOR:

All or parts of the following Food Service Management test may be used to evaluate the student's knowledge and retention of the material from this course.

Due to the length of the test, it is suggested that it be broken down into shorter quizzes over several lessons at a time, rather than be given all at once. (The complete, test as follows, will take over 1 hour for a student to complete.) It would also be possible to select questions from this test and create a shorter version as a quiz over the entire course.

Foodservice Management Test

Select the best answer to the following questions.

1. A job analysis is done
   a. every year or more often.
   b. before anyone works in the job.
   c. right before evaluating employees.
   d. while the job is being done by an employee.

2. The best method to use in performing a job analysis is
   a. interview.
   b. questionnaire.
   c. observation.
   d. combination of methods.

3. Leadership style refers to the
   a. work climate established by the supervisor.
   b. interaction of supervisor with employees in directing work.
   c. way the supervisor controls employees.
   d. motivation through participation in making decisions.

4. A team approach management refers to concern for
   a. production needs.
   b. social and human needs.
   c. people needs related to social activities.
   d. production and people needs.

5. The organization chart shows
   a. relationship between positions.
   b. authority of staff on the employees.
   c. how the departments rather than individuals work together.
   d. who will make the final decisions.

6. Leadership style depends on all **but**
   a. how the leader feels about delegating.
   b. employees willingness to accept responsibility
   c. overall level of cooperation of employees.
   d. amount of supervisory experience.

7. Time and motion studies show that the work from a kitchen employee pouring juice will be reduced when the employee
   a. pours all the juice and serves.
   b. pours the juice and serves individually.
   c. pours a few glasses of juice at a time and serves.
   d. carries the juice container from tray to tray.

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   d. carries the juice container from tray to tray.

8. On New Year's Day two kitchen helpers call in sick. The situation can be handled most professionally by doing any **except** one of the following:
   a. calling the administrator for advice.
   b. phoning some other employees to come to work.
   c. making changes in the schedule.
   d. using disposable dishes.

9. The process of determining the structure and allocation of positions is known as
   a. organization.
   b. staffing.
   c. coordinating.
   d. directing.

10. A food service supervisor should do all **except** which of the following for employees?
   a. explain the job breakdown.
   b. demonstrate the job, if necessary.
   c. let the worker know how well he/she is performing.
   d. interfere with the personal life of the employee.
   e. any of the above as the situation arises.

11. Orientation for a new foodservice employee includes an explanation of all **but**
   a. policies in the nursing department.
   b. facility policies and rules.
   c. benefits and pay rates.
   d. work schedule and vacation procedures.

12. Motivation of foodservice employees may be attained by
   a. providing interesting work.
   b. increasing responsibility.
   c. recognizing their achievements.
   d. all of the above.

13. An evaluation form for a foodservice employee includes all the following points **but**
   a. productivity.
   b. job transfer.
   c. attendance.
   d. skills for doing the job.

14. An ongoing employee training program scheduled on a regular basis is called
   a. directors meeting.
   b. in-service education.
   c. cooking school.
   d. employer conference.

15. The document used to train employees is a
    a. job description.
    b. job specification.
    c. job analysis.
    d. job evaluation.

16. A list of experiences and education needed for a position is listed in the
    a. job description.
    b. job specification.
    c. performance standard.
    d. performance evaluation.

17. The abbreviation OSHA represents
    a. Occupational Standards and Hazard Administration.
    b. Occasional Safety and Health Act.
    c. Occasional Standard and Hazard Administration.
    d. Occupational Safety and Health Act.

18. A duty of the safety committee is to
    a. enforce safety rules among all employees.
    b. request OSHA to make a visit.
    c. investigate complaints of unsafe conditions.
    d. monitor managements involvement in safety promotion.

19. Under OSHA who has responsibility for obeying safety rules?
    a. Supervisors and managers.
    b. hourly employees.
    c. it doesn't say.
    d. both a and b.

20. Delegation involves
    a. hands off attitude
    b. taking risks.
    c. constantly checking on progress.
    d. an autocratic leader.

21. Which of the following **does not** allow for flexibility or freedom?
    a. rules
    b. policies.
    c. procedures.
    d. methods.

22. Policies help supervisors
    a. train employees with step by step directions.
    b. predetermine employee behavior.
    c. control costs for labor, products and services.
    d. make consistent decisions.

23. Mary was a supervisor in Oak Tree Care Center. She was very happy with its productive foodservice department. She was recently transferred to Pine Tree Care Center. Mary should
   a. use the same policies and procedures as at Oak Tree.
   b. modify the policies and procedures but keep the rules.
   c. write policies and procedures immediately for Pine Tree.
   d. observe the new facility before making any changes.

24. A disciplinary policy should
   a. be simple.
   b. be applied differently in every department.
   c. cover every possible procedure or exception.
   d. change with each new manager.

25. The document used for selecting employees is the:
   a. job analysis
   b. job description
   c. job specification
   d. job evaluation

26. An effective supervisor
   a. uses guilt to motivate employees.
   b. handles all discipline the same way.
   c. overlooks mistakes to make employees feel good.
   d. treats employees fairly.
   e. all of the above.

27. Punishment as a form of discipline
   a. usually results in long-term improvements in behavior.
   b. usually treats the cause of the problem.
   c. increases employees willingness to take risks.
   d. causes feelings of dissatisfaction in employees.

28. A task that should be delegated to a head cook is
   a. disciplining the assistant cook.
   b. evaluating part time teen-age employees.
   c. providing food costs for the budget.
   d. planning the garnish for the main dish.

29. Oral communication may be best when
   a. the message needs to be sent quickly.
   b. feedback is not necessary.
   c. the employee is new to the organization.
   d. the employee doesn't want to hear what is said.

30. A benefit of a good orientation program is all but
   a. helps new employee feel like he/she is wanted.
   b. decreases work problems with current employees.
   c. decreases turnover.
   d. increases understanding of policies and rules.

31. A good trainer:
    a. is friendly.
    b. communicates well.
    c. knows the job.
    d. all of the above.

32. Mary thinks Jane is very friendly and wants to be sure she stays at Midcare Center. During the performance evaluation, Mary stressed Jane's friendliness rather than problems with her work habits. Mary gave Jane a high rating. The evaluation error Mary made was:
    a. being lenient with all employees.
    b. using friendliness as basis for other ratings.
    c. using a form that included personality factors.
    d. not being trained on how to evaluate employees.

33. During orientation, a new employee may be shown how to:
    a. garnish salads.
    b. get food from the store room.
    c. turn on ovens.
    d. use lockers in rest room.

34. Communication skills can be developed by all but:
    a. practicing communicating with employees.
    b. listening to employees and administrators.
    c. understanding barriers that affect communication.
    d. writing as many memos as possible.

35. A list of tasks, duties and responsibilities is a:
    a. job analysis.
    b. job specification.
    c. job description.
    d. specific tasks.

36. Which is the best policy when selecting sources of employees?
    a. The more sources the better.
    b. Choose an appropriate source for the job.
    c. Always use source per job.
    d. Use as many external as internal sources.

37. An advantage of internal recruitment is:
    a. more qualified employees are available.
    b. it is less risky than hiring from outside.
    c. discrimination is likely to occur.
    d. a more selective labor pool is attracted.

38. How many different application forms should a facility have?
    a. One per job.
    b. One per department
    c. One per facility
    d. It doesn't matter.

39. Which of the following is not a characteristic of formal evaluation?
   a. Provides uninterrupted time.
   b. Provides record of recognition.
   c. Allows discussion of products while employee is working.
   d. Gives a chance for employees to set goals.

40. Which of the following is the largest part of the foodservice budget?
   a. Food
   b. Labor
   c. Operating
   d. Overhead

41. A guideline for delegating work is
   a. Watch closely to keep employee from failing.
   b. Provide advice and support as requested.
   c. Make sure the supervisor does all the planning.
   d. Tell the employee how to do the job completely.

42. What is quality control?
   a. Preventing quality problems in the work place.
   b. Watching quality while products are being produced.
   c. Everything a facility does to produce quality goods and services.

43. Which of the following is not a step in the decision-making process?
   a. Identifying the problem.
   b. Determining the alternatives.
   c. Gathering information.
   d. Identifying assumptions.

44. A disadvantage of a union is:
   a. there is more capable employees to use where needed.
   b. policies and procedures are challenged.
   c. pay is unreasonably high.
   d. grievances are filed more often.

45. The first step in a grievance procedure is to:
   a. consult the union steward.
   b. talk to the immediate supervisor.
   c. file a written complaint.
   d. justify the grievance.

46. Which of the following would cause employees to seek a union?
   a. Low wages.
   b. Poor training.
   c. Inconsistent policies.
   d. Poor benefits.

47. Stress should be:
    a. decreased.
    b. managed.
    c. increased.

48. For highest productivity, what is the best stress level?
    a. Low stress.
    b. Moderate stress.
    c. High stress.
    d. Productivity is not affected by stress.

49. Tired and exhausted is a an example of:
    a. physical change.
    b. mental change.
    c. performance change.
    d. environmental change.

50. An important part of making all decisions good decisions is to:
    a. take time to get the facts, generate ideas and weigh the problems.
    b. use the supervisor's intuition.
    c. adjust the process to the importance of the decision and time available.
    d. use prior experience whenever possible.

51. A motivational technique for foodservice workers is shown by:
    a. increasing overtime.
    b. freezing wages of everyone.
    c. giving more vacation days.
    d. using employee suggestions.

52. According to Maslow's theory, if employees have fulfilled the safety level, they should be most motivated by:
    a. additional responsibility.
    b. additional training.
    c. a company picnic.
    d. free lunches at work.

53. According to Herzberg, employees are motivated by their:
    a. work.
    b. salary.
    c. supervision.
    d. status.

54. Supervisors who analyze how their time is spent will:
    a. be able to set priorities.
    b. improve work habits.
    c. eliminated wasted effort.
    d. all of the above.

55. What would be a beneficial use of a time inventory?
    a. Revise it annually.
    b. File it for review by management.
    c. Use it to improve work habits.

56. When a foodservice facility hires employees from the outside the organization, this represents the use of:
    a. external sources.
    b. friends and relatives.
    c. internal resources.
    d. employment agencies.

57. The purpose of an interview is to :
    a. gain an understanding of whether the interviewee is capable of doing the job.
    b. determining the applicant's work preference if hired.
    c. influence your attitude regarding applicant's lack of abilities.
    d. have applicant explain past work experience.

58. Which of the following should be avoided during an interview?
    a. Personal traits.
    b. Job background
    c. Use of leisure time.
    d. Marital status.

True and False

59. The foodservice department has total responsibility for quality of meals served in a nursing facility.
    a. True
    b. False

60. A perfect schedule is one without any extra time that might be wasted.
    a. True
    b. False

61. A good organization chart can be used in more than one facility if the facilities are similar such as nursing homes.
    a. True
    b. False

62. When training in foodservice is inadequate, poor sanitation is a common problem.
    a. True
    b. False

63. Safety is most important in the production area.
    a. True
    b. False

64. Employees will resist any type of discipline even if it is fair.
    a. True
    b. False

65. Involving employees in the solution of a problem helps get their commitment to making it work.
   a. True
   b. False

66. When telling the assistant cook a new method for preparing carrots, it is the assistant cook who controls if the message is understood.
   a. True
   b. False

67. To make the best decisions it is necessary for the supervisor to ask others for their opinions.
   a. True
   b. False

68. Not everything on a to-do list is worth doing to perfection.

   a. True
   b. False

Matching. Match the method of handing conflict with the description. Place the letter of the definition in the blank.

Method	Definition
___69. Avoidance	a. Most effective if solution must be reached quickly.
___70. Smoothing	b. Best strategy with longest effect.
___71. Problem solving	c. Does not address the underlying issues.
___72. Compromise	d. Supervisor tells employees what is going to be done.
___73. Forcing	e. Pretending the conflict doesn't exist.

Fill in the blank

74. _____________ A (supervisor/leader) is given authority by the organization to hire, promote or fire employees.

75. _____________ The way to get tasks done by breaking work into manageable parts.

76. _____________ A (supervisor/leader) gets authority from employees who willingly follow them.

77. _____________ A fact-finding form that is limited to information about the job.

78. ____________ Procedures set up to help management evaluate if organization objectives are being met.

Matching. Match the supervisor responsibility with the definition. Place the letter in the blank before the responsibility

Responsibility	Definition
___79. Orientation	a. Evaluating qualifications to determine if they meet job specification.
___80. Training	b. Providing person with skills and knowledge.
___81. Performance evaluation	c. Gathering useful information.
___82. Delegation	d. Helping the person feel good about the facility
___83. Interviewing	e. Comparing employee behavior to standards.
___84. Screening	f. Sharing responsibility with workers
	g. Influencing others behaviors.

85-87. List 3 keys to supervisory success.
1.
2.
3.

88-92. List the 5 steps to simplify a task.
1.
2.
3.
4.
5.

93-96. List 2 advantages and 2 disadvantages of a grievance procedure.

Advantages:	Disadvantages
1.	1.
2.	2.

97-104. Describe 4 pitfalls that may occur in an interview.

1.

2.

3.

4.

105-107. List 3 factors that can be used to control food cost.

1.

2.

3.

85 - 87. List 3 ways to supervisory success. (pp. 113 - 114)

1.
2.
3.

88 - 92. List the 5 steps to simplify a task. (pp. 71 - 72)

1.
2.
3.
4.
5.

93 - 96. List 2 advantages and 2 disadvantages of a grievance procedure. (pp. 156 - 157)

Advantages	Disadvantages
1.	1.
2.	2.

97 - 104. Describe 4 pitfalls that may occur in an interview. (pp. 38 - 39)

1.
2.
3.
4.

105 - 107. List 3 factors that can be used to control food cost. (pp. 93 - 94)

1.
2.
3.

Food Service Management Test

ANSWER KEY

1. d
2. d
3. b
4. d
5. a
6. d
7. a
8. a
9. a
10. d
11. a
12. d
13. b
14. b
15. a
16. b
17. d
18. c
19. d
20. b
21. a
22. d
23. d
24. a
25. c
26. d
27. d
28. d
29. a
30. b
31. d
32. b
33. d
34. d
35. c
36. b
37. b
38. a
39. c
40. b
41. b
42. c
43. d
44. a
45. b
46. c
47. b
48. b
49. a
50. c
51. d
52. c
53. a
54. d
55. c
56. a
57. a
58. d
59. FALSE
60. FALSE
61. FALSE
62. TRUE
63. FALSE
64. FALSE
65. TRUE
66. FALSE
67. FALSE
68. TRUE
69. c
70. e
71. b
72. a
73. d
74. Supervisor
75. Work Simplification
76. Leader
77. Application Form
78. Controls
79. d
80. b
81. e
82. f
83. c
84. a

Instructor's Guide To

PREPARATION & SERVICE OF MODIFIED DIETS COURSE

Prepared by Anne K. Blocker, R.D., L.D.

and

Bonnie R. Moeller, R.D., L.D.

For use with
Simplified Diet Manual, 6th Edition
Iowa Dietetic Association
prepared by Susan Roberts, M.S., R.D., L.D.
and
Patricia Trimbell, M.S., R.D., L.D.

&

Study Guide to the 6th Edition Simplified Diet Manual
Iowa Dietetic Association
prepared by Phyllis Stumbo, Ph.D., R.D., L.D.
and
Linda Snetselaar, Ph.D., R.D., L.D.

June 1991

INSTRUCTOR'S GUIDE

MODIFIED DIETS

Recommended Sequence of Class Sessions
(2 to 2½ hours per session)

Session 1	Normal Nutrition and Routine Diets, Unit I
Session 2	Modifications in Consistency, Unit II
Session 3	Diabetic/Calorie-controlled Diets, Unit III
Session 4	Low fat/Low cholesterol Diets, Unit IV
Session 5	Sodium Restricted Diets, Unit V
Session 6	Care Plans, Unit VI

USING THE INSTRUCTOR'S GUIDE

The purpose of the Modified Diets Instructor guide is to assist the instructor in preparing for and teaching the 12-hour Modified Diet Course. This course is one of six in the Iowa approved 90-hour Food Service Supervisor Training Program. Adherence to the unit plans provided in this guide will promote consistency of course content for this program at the Area Community Colleges in the State of Iowa.

The preferred delivery of the course is in six, 2½ hour sessions. This time frame for class scheduling enables the learner to study and practice the subject matter between sessions.

Included in this guide are objectives, content, activities and resources for each unit. It is suggested that 4 of the 6 sessions be held in a home economics classroom equipped with multiple kitchen units to meet class size. Hands-on experience is vital for the learner's retention of the presented material.

Five unit quizzes and a final test are included in the instructor's guide. The purpose of this testing is to standardize the expected level of learning for students completing the course in the State of Iowa. Competency required for certification is 50% accuracy on the course. Quizzes account for 70% of the total score and the final quiz accounts for the remaining 30%. Scoring guides and answer keys are included.

It is intended that this course be taught by a Registered and Licensed Dietitian to provide the necessary expertise to cover the subject matter accurately.

MODIFIED DIETS

The regulations for long term care facilities are being revised with an emphasis on promoting quality of life for the resident. Food service workers have a responsibility in this promotion. This course is designed to provide food service workers with the knowledge and understanding of the elements of modified diets so that the quality of life for the resident will be maximized to the greatest extent possible related to modified diets.

OBJECTIVES:

Following completion of the Modified Diets course students will be able to:

1. Prepare and serve attractive, tasty, and correctly modified foods for special diets.
2. Use the Simplified Diet Manual, 6th edition, IDA to interpret and serve diets as ordered.
3. Will be able to accurately identify appropriate foods for diets commonly used in hospitals and extended care facilities. The main emphasis will be on diabetic, low sodium, low cholesterol, low fat and texture modified diets.
4. Will be able to identify the components of patient/ resident care plans.

UNIT I

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be familiar with the Basic Four Food Groups and identify why foods are placed in specified groups.	1. Discuss the Basic Four Food Groups.
2. Be familiar with the current Dietary Guidelines for Americans and be able to identify at least 3 ways to put these guidelines into practice.	2. Discuss the current Dietary Guidelines and examples for incorporating these guidelines into a healthy lifestyle.
3. Be familiar with major nutrients essential in a healthy diet and identify good food sources of these nutrients. (Nutrients to include, but are not limited to: calcium, vitamin A, B, C & D and iron). The functions of protein, carbohydrate, and fat are also reviewed.	3. Discuss the importance of an adequate diet to a healthy life-style and promotion of quality of life. Discuss digestion and absorption. Discuss methods of cooking to preserve nutrient value. Discuss the importance of protein for maintaining health and promoting wound healing. Review the best food sources of calcium, vitamin, A, B, C and D as well as protein, carbohydrates and fat. Discuss how to read labels.
4. Be familiar with the basic principles of menu planning and be able to list 4 main components of menu planning.	4. Discuss menu planning using the Basic Four Food Groups and the current Dietary Guidelines. Discuss important considerations in menu planning like color, shape, texture, etc.
5. Be able to identify the basic components of routine diets and know how to interpret orders for these diets using the diet manual.	5. Discuss how to interpret information in the Simplified Diet Manual. Review the following diets: General, Liberal Geriatric, Bland, High Fiber, High Calorie, Diet for Children, and Diet for Pregnancy, Lactation and recommendations for infants.

UNIT I

ACTIVITIES	RESOURCES
1. Each student will complete a one day food record. Discuss the Basic Four Food Groups using the "Guide to Good Eating." Discuss why foods fit into one of the four food groups. Using individual food records, have each student evaluate his/her daily intake in reference to the four food groups.	1. "Guide to Good Eating" (National Dairy Council, 6300 North River Road, Rosemont, IL, 60018-4233). Individual handouts are recommended for students and a poster is beneficial for class presentation. Request instructor's guide for this program.
2. Refer to the current Dietary Guidelines in the Simplified Diet Manual. Have each student list one way of incorporating one of the guidelines into his/her daily eating plan.	2. Simplified Diet Manual and Study Guide, Iowa Dietetic Association. Sixth edition. Ames: Iowa State University Press. "Nutrition and Your Health: Dietary Guidelines for Americans." Home and Garden Bulletin. No. 232, USDA. Available from the Consumer Information Center, Dept. 514-X, Pueblo, CO 81009.
3. Discuss the importance of various nutrients in a healthy diet. Show transparencies of bar graphs illustrating amounts of each of the nutrients contributed by the Four Food Groups. If time permits, show the filmstrip, "You Are What You Eat."	3. Transparencies on the Four Food Groups in Instructor's Guide. (1-1 to 1-6) Filmstrip/cassette "You Are What You Eat" available from the County Extension Office. Transparencies on Label Reading in the Instructor's Guide. (1-7, 1-8)
4. Discuss the important components of well-balanced, attractive, tasty menus. Using Handout 1-1, have students identify at least 5 things that would improve the 3 days of sample menus (color, texture, flavor, etc.). Using Handout 1-2, have students (in class or as a home project) write a 7 day menu using the information provided in class.	4. Menu planning sheets. Handouts 1-1, 1-2.
5. Referring to the Simplified Diet Manual discuss how to interpret diet orders using the manual. Review the diets as indicated in the Content column.	5. Fiber comparison chart from Metamucil titled "Soluble Fiber Equivalence," Order from Procter & Gamble, Cincinnati, OH 45202. "Back to Fiber" from General Mills. Transparency on dietary fiber in the Instructor's Guide. (1-9)

Other Material Needed: Chalkboard and chalk, VCR, Overhead, Dukane Projector, Drop cord, Masking tape, Quizzes.

SAMPLE MENUS

DAY 1

BREAKFAST	NOON	EVENING
orange juice	baked fish	hamburger/bun
toast	mashed potato	French fries
oatmeal	cauliflower	mixed vegetables
milk	white bread	waldorf salad
	pears	fruit cocktail
	vanilla pudding	milk
	milk	

DAY 2

BREAKFAST	NOON	EVENING
orange juice	beef stew	quiche
toast	B.P. biscuit	muffin
oatmeal	3-bean salad	green bean casserole
milk	pineapple chunks	baked apple
	brownie	milk
	milk	

DAY 3

BREAKFAST	NOON	EVENING
orange juice	roast pork	tuna and noodles
toast	mashed potato	potato salad
oatmeal	squash	creamed peas
milk	rosy applesauce	coleslaw
	white bread	whole wheat bread
	chocolate pudding	glorified rice
	milk	milk

MENU PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Meat or Alternate 3 oz cooked edible portion Starch							
Vegetables ½ cup serving							
Fruits ½ cup serving							
Bread or Alternate							
Butter or Margarine							
Dessert - ½ cup							
Milk - ½ pint							
Beverage (optional)							

Handout 1-2 273

Name________________________________

QUIZ #1

GUIDELINES FOR DIET PLANNING, ROUTINE DIETS

1. List the Four Basic Food Groups, the number of servings recommended daily for an adult, and the size of servings.

Group	Number of Servings Daily	Serving Size
____________________	__________	______________
____________________	__________	______________
____________________	__________	______________
____________________	__________	______________

2. Name one of the seven food guidelines recommended for optimal health.

____

____

3. Name one key nutrient which gives energy (calories).__________________

4. The milk group is noted for which nutrient?_________________________

5. ____True ____False. Fiber is a carbohydrate which promotes normal bowel function and may reduce the risk of certain diseases of the bowel.

6. Obesity increases one's chances of developing chronic conditions such as
_____________________________ and _____________________________.

7. State one difference between the general diet and the liberal geriatric diet.____

____

____

8. ____True ____False. When a bland diet is requested the general diet is offered and certain foods are omitted.

9. One way of increasing calories, protein, and vitamins in a meal would be to add ____

10. ____True ____False. Dietary fiber is defined as plant material resistant to digestion. Best sources are grains, fruits, vegetables, and milk.

11. Name 3 foods omitted from a bland diet:___________________________
_______________________________ and ___________________________

25 points

Name ANSWER KEY

QUIZ #1

GUIDELINES FOR DIET PLANNING, ROUTINE DIETS

1. List the Four Basic Food Groups, the number of servings recommended daily for an adult, and the size of servings.

Group	Number of Servings Daily	Serving Size
Meat	2	2-3 oz.
Milk	2	1 c
Fruit & vegetable	4	1/2 c
Grains	4	1 sl

2. Name one of the seven food guidelines recommended for optimal health.

   See pages 10 - 12 of Simplified Diet Manual

3. Name one key nutrient which gives energy (calories). CHO, Pro, Fat

4. The milk group is noted for which nutrient? Ca, Riboflavn, Protein

5. X True ____False. Fiber is a carbohydrate which promotes normal bowel function and may reduce the risk of certain diseases of the bowel.

6. Obesity increases one's chances of developing chronic conditions such as hypertension, diabetes and doronary heart disease, cancer.

7. State one difference between the general diet and the liberal geriatric diet. The liberal geriatric is lower in sodium, sugar, fat, and cholesterol, higher in fiber than the general. Also, between meal snacks or supplements may be offered on liberal geriatric.

8. X True ____False. When a bland diet is requested the general diet is offered and certain foods are omitted.

9. One way of increasing calories, protein, and vitamins in a meal would be to add extra butter, extra mil,, bedtime snack, add nonfat dry milk to cream soup

10. ____True X False. Dietary fiber is defined as plant material resistant to digestion. Best sources are grains, fruits, vegetables, and milk.

11. Name 3 foods omitted from a bland diet: coffee, pepper, chili powder, decaf coffee, decaf tea, spicy broth, bouillon, caffeine beverage, alcohol.

25 points

SCORING GUIDE

25 - 100%
24 - 96%
23 - 92%
22 - 88%
21 - 84%

20 - 80%
19 - 76%
18 - 72%
17 - 68%
16 - 64%

15 - 60%
14 - 56%
13 - 52%
12 - 48%

UNIT II

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be able to identify four eating problems of the stroke victim.	1. Discuss problems stroke victims may have with chewing and swallowing and identify food preparation methods and feeding techniques which enable these persons to receive adequate nutrition.
2. Be aware of the need for accuracy in preparation and service of texture modified and pureed diets to assure adequate nutrition.	2. Discuss how to prepare easily chewed foods, i.e., chopped, ground, pureed, and still maintain accurate portion sizes to provide adequate nutrition. Discuss methods of preparing pureed foods to a texture easily handled by the resident/patient. This texture should be of pudding, applesauce or mashed potato consistency. Discuss how to create various thicknesses of foods for dysphasia diets. Discuss the advantages and disadvantages of syringe feeding. Discuss the importance of food temperatures for the person on a texture-modified diet.
3. Be aware of ways to include foods from the Basic Four Food Groups in a full liquid diet and a tube feeding regimen.	3. Discuss ways to provide necessary nutrients in a full liquid diet. Discuss the nutritional adequacy of full liquid diets and the importance of monitoring the length of time this diet is used as the only means of nutritional support. Discuss various types of tube feeding diets and the nutritional adequacy of such feeding programs.
4. Be able to interpret and serve pureed, dysphasia, liquid, post-surgical and tube feeding diets as ordered using the Simplified Diet Manual.	4. Discuss modified texture, pureed, dysphasia, clear and full liquid, post-surgical and tube feeding diets using the Simplified Diet Manual, Sixth Edition.

UNIT II

ACTIVITIES	RESOURCES
1. Show special eating utensils that can be used by people who have difficulty eating or feeding themselves. Show the slide series on feeding and the use of assistive devices.	1. "Feeding is Everybody's Business" Feeding Disabilities kit and slide series or "Team Management of Neurogenic Dysphasia," both available on loan from the Iowa Consulting Dietitians in Health Care Facilities. Simplified Diet Manual, 6th Ed. and Study Guide.
2. Show video on pureed diets. Cooking lab for texture-modified diets. Different recipes can be prepared by different students with time allowed for discussion and tasting. Have students feed each other pudding or applesauce with a spoon and with a syringe.	2. "Blended Diets: Applied Preparation and Feeding Techniques, 1989, P.O. Box 871, Sugar Land, Texas, 77478. Thick 'n Easy Menu Planner Recipes, American Institutional Products, Inc., P.O. Box 5387, Lancaster, PA 17601; (717) 569-1866. Recipes from manufacturers of instant thickeners. "A Blended Diet Guide," University of Iowa Hospitals and Clinics.
3. Full liquid diet cooking lab. Distribute tube feeding comparison charts and show various tube feeding apparatus.	3. Recipes and Groceries. Ross Medical Laboratories, Tube Feeding apparatus and formula handouts. Mead Johnson Laboratories, Tube Feeding apparatus and formula handouts.
4. Review the Simplified Diet Manual and corresponding lessons in the study guide.	4. Simplified Diet Manual, Sixth Edition and Study Guide.

Other Materials Needed: VCR, 35mm slide projector and screen, tape player, drop cord, recipes, groceries, blender, quizzes.

FULL LIQUID RECIPES TO PREPARE

Hot carrot-ade

Pink Lasie

Pea and Curry Soup

Tomato Strained Meat Cocktail

Orange Julius

Prune Shake

TEXTURE-MODIFIED RECIPES TO PREPARE

Blended Pizza (prepare a frozen pizza and blen to desired consistency)

Pureed Sausage and Pancakes

Pureed Egg, Toast and Bacon

Pureed Vegetables

Pureed Fresh Fruit Cup

Carrot Cake

Blended Banana Muffins

Dilled Potato Soup

LAB 1 - TEXTURE MODIFIED DIETS COOKING LAB SHOPPING GUIDE

Staples

2 chicken bouillon cubes
2¼ flour
2½ cups chicken stock
1½ tsp curry powder
Salt
3 1/3 cups sugar
2 cups cake flour
3 tsp soda
1½ tsp cinnamon
1 C oil
3 tsp vanilla
1¼ tsp cr of tartar
Dill weed
½ cup dry milk
½ cup instant potatoes
3/4 cup beef broth
1 box pancake mix
Syrup

Miscellaneous

1 str meat
1 str carrots
1 cup cranberry juice
1½ cup cooked peas
2 cups tomato juice
3 tsp lemon juice
1 str prunes w/tapioca
1¼ # veg, cooked corn
1 sm can crushed PA
1/8 C maraschino cherries

Paper

Paper cups - 2 pkg - 100 ea
Ziploc bags
Paper towels
Muffin papers - small
Dish soap

Dairy

2½ cups margarine
6½ cups milk
13 eggs

Meat

10 sausage links, cooked
5 sl bacon
5 sl bread

Produce

3 cups shredded carrots
5 ripe bananas
3 potatoes
1 apple
2 oranges
1 grapefruit

Frozen

7/12 C frozen orange juice
6 oz can frozen orange juice
½ gallon vanilla ice cream

Miscellaneous

10-12 ice cubes
1 sm frozen pizza
blender
Muffin tins
#40 scoop

FULL LIQUID, PUREED

Prune Shake

1 container Gerber Strained Prunes with tapioca
Salt
1/3 c. orange juice
1 tsp lemon juice
1 T sugar
2 scoops vanilla ice cream
1 C. milk, chilled

Mix strained prunes, orange juice and chilled milk. Add pinch of salt, lemon juice, sugar and ice cream. Pour into jar with tight fitting top and shake well. Yield: 2 large servings.

Hot Carrot-Ade

bouillon cube
1½ C. boiling water
¼ cup Gerber Strained Carrots

Dissolve bouillon cube in boiling water. Add strained carrots and stir until well mixed. Serve as a beverage, soup or between meals.
Yield: 2 large or 3 small servings.

Pea and Curry Soup

2 T margarine
1 T flour
2½ C. chicken stock
1 chicken bouillon cube
1½ C. milk
1½ C. cooked peas
1½ tsp Curry powder
Salt to taste

Put margarine, flour and chicken stock into blender container, cover and process until smooth. Empty into saucepan. Put remaining ingredients into blender container, cover and process until smooth. Pour into saucepan and mix well with chicken stock mixture. Simmer until thick, stirring constantly.
Yield: 8 servings.

Tomato-Strained Meat Cocktail

2 C. tomato juice, chilled
1 container any baby Strained Meat
2 tsp lemon juice
Salt to taste, or in keeping with diet

Blend ingredients and serve cold. Yield: 2 large servings.
Variation: Serve heated as a soup.

Orange Julius

6 oz frozen juice concentrate
1/3 C. powdered milk
1 C. water
¼ C. sugar
1 tsp vanilla
8-10 ice cubes

Place in blender. Run on high speed as each ice cube is dropped in through opening in lid. Blend until slushy.

Pink Lassies

1 cup cranberry juice
1/4 cup orange juice
1 cup vanilla ice cream

Put all ingredients into a blender. Blend until smooth. Serve in cocktail glasses with straws.

Yield: 6 servings

Meat-Milk Shake

2 cups milk, chilled
1 container any baby strained meat
Salt to taste, or in keeping with diet

Blend ingredients in a shaker and serve cold. Yield: 2 servings

Variations: (a) Add 2 tablespoons malted milk powder. (b) Add 2 tablespoons chocolate flavored malt powder. (c) Add 2 tablespoons chocolate syrup. (d) Add 1 teaspoon brown sugar.

Recipe: Pureed Sausage (use food processor)

PORTION AND SERVING INFORMATION: 1 oz protein; 1 #40 scoop

INGREDIENTS	10 SERVINGS	20 SERVINGS	METHOD
Sausage links, cooked (1.5 oz)	10	20	1. Puree sausage while hot. 2. Combine sausage, mashed potatoes, and powdered milk. Blend 3-4 minutes until a smooth paste is formed. 3. Add hot broth gradually blending after each addition. Scrape down bowl. (Note: the amount of broth may vary with the type of sausage, etc.). The sausage consistency will be slightly thinner than whipped cream. 4. Add small amount of dry instant potato (1-2 T). Whip to serving consistency. NOTE: If patient cannot swallow pancake softened by syrup, puree pancake by adding warm milk and butter and blending to proper consistency.
Hot beef broth	3/4 c	1½ c	
Mashed potatoes (ready to serve)	1/3 c	2/3 c	
Instant mashed potatoes (no water)	as needed	as needed	

Serve on top of pancake which is softened by syrup.
If using blender amounts of broth, powdered milk, and whipped potato will change.
May be used as written for Regular and House Diabetic diets.

Recipe: Pureed Vegetables

INGREDIENTS	10 SERVINGS	20 SERVINGS	METHOD
Vegetables, cooked	2½#	5#	1. Blend drained vegetables and powdered milk about 3 minutes. Add enough hot juice to achieve a very smooth consistency. If the vegetable had a high water content the hot broth may not be needed. 2. Add enough instant potato to bond the vegetable and help it hold its shape. (The amount varies with each vegetable). 3. Serve with #10 scoop.
Powdered instant milk (no water)	½ c	1 c	
Vegetable broth, hot (when needed)	1 c	2 c as needed	
Instant potato (no water)	½ - 1 c	1-2 c	

Recipe: Pureed Egg, Toast, and Bacon

PORTION SIZE: ½ cup SERVING UTENSIL: #8 scoop TEMPERATURE: Bring to 140°F

INGREDIENTS	10 SERVINGS	25 SERVINGS	50 SERVINGS	METHOD
Eggs, poached or scrambled	10	25	50	1. Heat milk and butter together. 2. Break toast into quarters. 3. Blend eggs, toast, and hot milk. Add hot milk gradually to achieve a uniform texture and smooth consistency. Approximately 3-4 minutes. 4. Hold in slightly greased steamtable pan or steamtable.
Milk	2 C.	5 C.	10 C.	
Margarine	10 pats	25	50	
Toast, warm	10 slices	25	50	
Bacon	10 slices	25	50	

Recipe: Pureed Fresh Fruit Cup

SERVING UTENSIL AND PORTION INFORMATION: #10 Scoop - 1 Fruit Exchange

INGREDIENTS	10 SERVINGS	20 SERVINGS	METHOD
Fresh fruit, unsweetened (oranges, grapefruit, and pineapple)	1¼#	2½#	1. Blend all fruits 3-4 minutes. Apple may be peeled or blended with skin on. 2. Use #10 scoop for serving. Garnish with pureed maraschino cherries.
Bananas, petite	3	6	
Apple, medium	1	2	
Maraschino cherries (pureed)	¼ c	½ c	

DIET INFORMATION: May be used as written for Regular, Bland, Sodium Restricted (2-4gr) (2gr), Fat Restricted and Diabetic diets.
Medical Soft: Use allowed fruits.
Diabetic Diet: #10 scoop = FRT 1

MECHANICAL SOFT LIBERAL BLAND RECIPES

Dilled Potato Soup

3 potatoes, peeled
3 tablespoons butter
1 sprig fresh dill
3 tablespoons flour
½ teaspoon salt
1 quart milk

Cut potatoes into small pieces and place in a saucepan. Cover with water. Add dill and salt. Cook until potatoes are soft, about 20 minutes. Meanwhile, melt butter in a saucepan. Stir in flour until mixture thickens. Stir in milk gradually until smooth and thick. Drain cooked potatoes in a strainer and press through the strainer into the milk mixture. Cook and stir until mixture is smooth and thick. Serve at once. Makes 6 servings.

Spinach Souffle

1 package (10 ounce) frozen chopped spinach
2 egg whites
½ teaspoon salt

Preheat oven to 350 F. Cook frozen spinach and drain very well. Beat egg whites until stiff peaks form, adding salt during last stages of beating. Fold cooked and drained spinach through beaten whites. Spoon into a buttered baking dish. Bake for 20 minutes, or until firm. Cut into serving portions. Makes 2 to 4 servings.

LOW RESIDUE AND LIBERAL BLAND DIETS

Blender Banana Muffins

1 3/4 C. flour
1¼ t. Cream of tartar
3/4 t. soda
½ t. salt

2 eggs
1 C. margarine
2 ripe bananas, sliced
1 C. sugar
3/4 t. vanilla

Sift first four ingredients into bowl. Put remaining ingredients into blender and blend until smooth. Pour over dry mixture. Mix gently. Drop into muffin papers. Bake at 350^0 for 15 to 20 minutes.

Carrot Cake

2 C. sifted cake flour
2 C. sugar
2 t. soda
1½ t. cinnamon
1 t. salt

1 C. oil
4 eggs
3 C. shredded raw carrots
1 t. vanilla

Combine flour, sugar, soda, and seasonings. Beat in eggs, one at a time. Add oil, carrots, and vanilla. Pour into 9x13 pan. Bake at 350^0 for 45 minutes or until done. Can be baked in a microwave oven on full power for 10 to 15 minutes.

Carrot Cake Icing

1 (8 oz.) package cream cheese
1 stick (½ cup) margarine, softened
1 lb. powdered sugar
1 t. vanilla
1 C. pecans, chopped

Cream the cheese and margarine. Gradually add powdered sugar and blend to desired consistency. Add vanilla. Frost cake and sprinkle with nuts.

Name________________________________

QUIZ #2

MODIFIED TEXTURE DIETS, LIQUID DIETS AND MODIFICATIONS

1. The easily chewed diet may also be called ______________ ______________or ______________ ______________.

2. Those who cannot chew or swallow the more solid foods of the Easily Chewed Diet may be placed on a ________________________________ diet.

3. ____True ____False. The Pureed Diet should be made of leftover foods because most people receiving it cannot taste anyway. This is a good way of using leftovers.

4. Dysphagia is an inability to swallow properly. Check the principles which are true of the Dysphagia Diet.

   _____ This diet requires manipulation of food textures depending on chewing ability.
   _____ Supplements may be necessary until swallowing status improves.
   _____ All foods on this diet must be strained.
   _____ All patients can tolerate thin liquids.

5. List 3 foods considered to be thick liquids.________________________, ______________________________, and ________________________.
   List 2 foods that are smooth solids ________________, ____________.

6. Give one tip for eating for the dysphagic patient.______________________ ____ ____.

7. The Clear Liquid Diet is ____________________ in all nutrients. It should not be used more than ____________ days without supplementation.

8. Give an example appropriate for clear liquid and full liquid diets of each of the following foods:

	Clear Liquid	Full Liquid
Soup		
Fruit		
Dessert		

9. Give one reason for using a Full Liquid Diet.________________________ ____ ____

10. Name a food that could be given on a Post-Surgical Diet________________
11. List 2 complications which can arise from use of a tube feeding ______________________________ and ______________________________.

25 points

Name ANSWER KEY________________________

QUIZ #2

MODIFIED TEXTURE DIETS, LIQUID DIETS AND MODIFICATIONS

1. The Easily chewed diet may also be called mechanical soft, or edentulous ______________________.

2. Those who cannot chew or swallow the more solid foods of the Easily Chewed Diet may be placed on a pureed diet.

3. ____True _X_ False. The Pureed Diet should be made of leftover foods because most people receiving it cannot taste anyway. This is a good way of using leftovers.

4. Dysphagia is an inability to swallow properly. Check the principles which are true of the Dysphagia Diet.

   _X_ This diet requires manipulation of food textures depending on chewing ability.
   _X_ Supplements may be necessary until swallowing status improves.
   _____ All foods on this diet must be strained.
   _____ All patients can tolerate thin liquids.

5. List 3 foods considered to be thick liquids. malt, shakes, nectar sherbet, ice cream, cream soup.
   List 2 foods that are smooth solids pureed food, foods of pdg-like consistency.

6. Give one tip for eating for the dysphagic patient. Sit up at 60° angle, avoid distraction, place food on unaffected side of mouth, small bites (1/2 tsp.), eat slowly, try hot and cold foods. Introduce combination foods last.

7. The Clear Liquid Diet is low, inadequate in all nutrients. It should not be used more than 2 days without supplementation.

8. Give an example appropriate for clear liquid and full liquid diets of each of the following foods:

	Clear Liquid	Full Liquid
Soup	Broth	Str cr veg soup
Fruit	Apple juice	Apricot nectar
Dessert	Jello	Ice cream

9. Give one reason for using a Full Liquid Diet. Acute inflam of GI tract, fever, acute infection, post op, to supplement tube feeding, can't chew or swallow solid or pureed food.

10. Name a food that could be given on a Post-Surgical Diet poached egg, cottage cheese, potatoes, cooked cereal, white toast, soda crackers.

11. List 2 complications which can arise from use of a tube feeding diarrhea, constipation, aspiration, dehydration, electrolyte imbalance, glycosuria, azotemia.

25 points

SCORING GUIDE
25 - 100%
24 - 96%
23 - 92%
22 - 88%
21 - 84%
20 - 80%
19 - 76%
18 - 72%
17 - 68%
16 - 64%
15 - 60%
14 - 56%
13 - 52%
12 - 48%

UNIT III

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be familiar with the Exchange Lists for Meal Planning and the principles of the Diabetic and calorie-controlled diet.	1. Using the current Diabetic Exchange booklets review the concept of Diabetic menu planning and how to use the Exchange lists. Discuss the signs and symptoms of diabetes. Discuss how the Exchange lists can help a person achieve weight loss.
2. Be able to use the Simplified Diet Manual to interpret and serve a diabetic or calorie-controlled diet as ordered. Have each student plan one day's menu for 1500 calories.	2. Discuss measuring food to provide correct portion sizes per exchange. Discuss combination foods, how to figure exchanges for these foods and provide breakdowns for common foods. Discuss good resources to have at a facility regarding cooking using exchanges. Discuss substitutions within the exchange lists. Discuss possible replacements/substitutions that can be provided when a patient/resident does not like a food served. For example: milk. Discuss liquid substitutions for the person with diabetes who is unable to eat solid foods.
3. Be able to prepare attractive, tasty dishes using the exchange lists.	3. Discuss food preparation methods frequently used when making meals following the exchange diet. Discuss the use of sugar substitutes. Discuss recipe modification in relation to an exchange diet plan and how to read diabetic recipes. Discuss special foods labeled "dietetic" or diabetic."

UNIT III

ACTIVITIES	RESOURCES
1. Review the "Exchange List for Meal Planning" booklet. Allow each student to review the booklet and possibly purchase the materials. Show the "Healthy Meal Planning" video. (15:08 min.). Show "Exchange List for Meal Planning" and Obesity posters.	1. "Exchange Lists for Meal Planning" published by the American Dietetic Association, 216 West Jackson Blvd, Suite 700, Chicago, IL 60606. Phone #: (312) 899-0040. "Healthy Meal Planning", Claire Hammes, American Dietetic Assoc. "Everything About Exchange Values for Foods," Marilyn Swanson and Pamela Cinnamon, University of Idaho Press, 1986. "Obesity" poster, Diet Center, Inc., 76 W. Main, Rexburg, Idaho, 83440.
2. Using food models discuss correct portion sizes. Give students examples of plain and combination foods and have them list or state the correct exchange group and portion size. Complete the study guide for the section on Diabetic and calorie controlled diets.	2. Food Models of correct exchange portion sizes. (NASCO, 901 Janesville Ave., Fort Atkinson, Wisconsin, 53538, 1-800-558-9595. A variety of Diabetic cookbooks. Simplified Diet Manual and Study Guide. Sixth edition. Iowa Dietetic Association.
3. Cooking lab.	3. Use recipes and shopping lists included in the instructor's guide for Diabetic/calorie-controlled eating plans.

Other Materials Needed: VCR, McDonald's food exchange lists, Milk carton and empty food containers, Nutrition Guide for Professionals, Diabetes Education and Meal Planning ADA, 1988, Masking tape, Drop cord, Groceries, Quizzes

DIEBETIC/CALORIE-CONTROLLED RECIPES TO PREPARE

Meat Pie

Cornmeal Cakes

Dilled Zucchini Squash

Herbed Broccoli

Blintzes with Cheese Filling

Whole Wheat Muffins

Winter Fruit Cup

Oatmeal Raisin Cookies

Apple Casserole

Vanilla Nutmeg Tapioca

Lemonade

Diet Gelatin (make with ice)

LAB 2 - DIABETIC COOKING LAB SHOPPING GUIDE

Staples

3½ cups flour
Salt
3½ tsp baking powder
1½ tsp cinnamon
Dill weed
Marjoram leaves
Basil leaves
Allspice
Nutmeg
Beef bouillon
Oatmeal
Paprika
Soda
1 3/4 tsp vanilla
Sugar free gelatin
3/8 cups lemon juice
Arrowroot starch
1 3/4 cups biscuit mix
3/8 cups oil
1 cup whole wheat flour
5 Tbsp sugar
Artificial sweetener
 Equal, Sweet One, etc.
Lite syrup
½ cup cornmeal
3 Tbsp tapioca
¼ tsp pepper
1 Tbsp vinegar

Frozen

7 Tbsp orange juice conc

Meat

2 cups diced cooked beef

Miscellaneous

Mini muffin tins and papers

Dairy

3 3/4 cup skim milk
9 eggs
5/8 cups margarine
2 cups cottage cheese
½ cup grated cheddar cheese
2 cups buttermilk

Fruits

¼ cup raisins
4 tart apples
4 lemons
½ cup grapes
½ cup tangerine
½ cup apple
½ cup pear
½ cup banana

Veg

1 cup carrots, canned
1 cup mushrooms, canned
1 cup peas, canned

Produce

3 onions
1 lb zucchini
3/4 lb broccoli

DIABETIC RECIPES

Meat Pie

½ cup chopped onions
1 cup cooked sliced mushrooms
2 cups diced leftover beef
(not packed down)
1 cup sliced cooked carrots
1 cup cooked peas
Beef bouillon as needed
1 cup biscuit mix

Use a deep 8-inch baking dish. Toss all of the vegetables and meat together and add beef bouillon until it comes to the top of the mixture. Add water to the biscuit mix just to moisten. Roll the biscuit mix to fit the baking dish. Place it on the top of the mixture and bake in preheated oven at 425^0 until golden brown, about 20 to 25 minutes.
Yield: 4 servings.

1 serving = 3 meat exchanges, 1 veg exchange,
2 bread exchanges, 2 fat exchanges

Oatmeal Raisin Cookies

½ cup margarine
3/4 cup flour
½ teaspoon cinnamon
½ teaspoon soda
1 teaspoon vanilla
1 teaspoon vanilla
5 Tablespoons orange juice concentrate, undiluted
1 egg
1 cup oatmeal
¼ teaspoon salt
1¼ teaspoon liquid
sweetener
¼ cup raisins

Mix all ingredients together and drop by spoonsful onto cookie sheet. Bake at 350^0 for 15 to 20 minutes.
Yield: 40 cookies.
2 cookies = ½ bread exchange.

Lemonade

Juice from 3 lemons
2 Tablespoons sugar substitute or to taste
1 quart cold water
Lemon slices for garnish

Combine ingredients and serve. Yield: 4 glasses. Use as desired.

Whole Wheat Muffins

2 egg whites
¼ cup oil
1 cup whole wheat flour
2 teaspoons baking powder
½ teaspoon salt or less
1 cup buttermilk
1 cup all-purpose flour
¼ cup sugar
½ teaspoon baking soda

Preheat oven to 400^0F. Thoroughly mix flours, sugar, baking powder, baking soda and salt. Form a well and add egg whites, buttermilk and oil. Stir only until dry ingredients are moistened. Fill paper-lined medium-sized muffin tins about 2/3 full. Bake for 25 minutes or until done. Remove from muffin tin and serve hot.
Yield: 12 muffins.

1 muffin = 1 bread, 1 fat.

Blintzes with Cheese Filling

1 cup flour
½ tsp baking powder

3 eggs
2 cups cottage cheese, rinsed and sieved
equal
½ tsp cinnamon
¼ tsp allspice or nutmeg

½ tsp salt
1 cup skim milk

2 T margarine, melted
Artificial sweetener to

2 T sugar

Sift flour, salt and baking powder together. Beat milk, 2 eggs, and margarine. Slowly add to flour mixture; stir to form thin batter. Grease 6 inch frying pan lightly, then pour 1/8 cup batter into skillet and cover bottom completely. Cook until top of pancake is bubbly, then turn onto paper towel. Make rest of pancakes, greasing skillet as necessary. Mix cottage cheese, sweetener, cinnamon, allspice or nutmeg, and remaining egg. Top each pancake, which has been turned brownside up, with tablespoon of filling. Fold over sides, then the ends to make small drugstore-type package; set to one side. Refrigerate until ready to serve. A few minutes before serving, melt margarine in skillet and lightly brown each blintze, starting with flap side down. Then turn and brown other side. Serve warm. Yield: 1 dozen. Exchange per serving: 1 blintze = ½ bread, 3/4 meat.

Cornmeal Cakes

2 egg whites
2 T oil
½ cup cornmeal
1 tsp baking powder
½ tsp salt or less

1 cup buttermilk
½ cup flour
1 T sugar
½ tsp baking soda

Beat egg whites. Add buttermilk, oil, flour, cornmeal, sugar, baking powder, soda and salt. Beat with a rotary beater until smooth. Treat heated skillet or griddle with nonstick spray or use a Teflon surface on which to bake the pancakes. To test griddle, sprinkle with a few drops of water. If water spatters, griddle is hot enough. Pour batter from tip of large spoon or from a pitcher onto the hot griddle. Turn pancakes as soon as they are puffy and full of bubbles. Bake other side until golden brown. Yield: 10 pancakes. 1 pancake = 1 bread, ½ fat.

Vanilla Nutmeg Tapioca

3 T tapioca
1/8 tsp salt
2 3/4 cups milk
¼ tsp nutmeg

2 tsp pwd art. sweetener
1 beaten egg
3/4 tsp vanilla

Mix tapioca, sweetener, salt, egg, and milk in pan. Let stand 5 minutes. Then bring to a full boil, stirring constantly. Remove from heat. Stir in vanilla and nutmeg. Stir once after 20 minutes. Serve warm or chilled. Yield: 5½ cup servings. 1 serving = ½ milk, ½ bread.

Herbed Broccoli

3/4 pounds fresh broccoli spears
½ tsp marjoram leaves
3/4 cup boiling water
2 tsp finely chopped onion
½ tsp basil leaves
4 lemon wedges

Wash and trim broccoli; split thick stems. Add broccoli, onion, and herbs to boiling water. Cover and boil gently until broccoli is tender, about 10 minutes, drain. Serve with lemon wedge garnish. Yield: 4 servings, ½ cup each.

Per serving: Calories - 20; Total fat - 0.2 gram; Saturated fat - 0
Cholesterol - 0, 1 serving = 1 vegetable exchange.

NOTE: A 10-ounce package frozen broccoli spears may be used in place of fresh broccoli; cook frozen broccoli about 6 minutes. Makes 4 servings-1/3 cup each.

Name________________________________

QUIZ #3
CALORIE CONTROLLED DIETS

1. When referring to calorie controlled diets, what is an exchange?
____
____

2. ____True ____False. Regularly scheduled meals are important for the diabetic, especially for the person receiving insulin.

3. The "Exchange Lists for Meal Planning" groups food into ________(how many) categories?

4. ____True ____False. Foods on a calorie controlled diet should be measured with measuring cups, measuring spoons and ruler until the patient is familiar with the serving sizes of the diet.

5. Why doesn't a person with diabetes need special "diabetic" or "dietetic" foods?
____
____
____

6. Name one food a person with diabetes should avoid.______________________

7. What do you feed a person with diabetes who has the flu and is unable to eat solid food?______________________________________

8. Foods which contain few or no calories and may be used as desired include:
______________________, ______________________, ____________________.

9. Name 1 food in each exchange list and the amount that may be substituted for the example below:

Food			Amount
Starch/Bread List:	1/2 hamburger bun	________	______________
Meat List:	1 oz. ham	________	______________
Vegetable List:	1/2 cup beets	________	______________
Fruit List:	Orange (2½" across)	________	______________
Milk List:	8 oz. yogurt plain/nonfat	________	______________
Fat List:	1 slice bacon	________	______________

10. When is a calorie restricted diet used?______________________________
____

11. ____True ____False. The Exchange lists are used to plan calorie restricted diets.

24 points

Name ANSWER KEY

QUIZ #3
CALORIE CONTROLLED DIETS

1. When referring to calorie controlled diets, what is an exchange? A food listed in a particular group which may be substituted or exchanged for another in the same group.

2. X True ____False. Regularly scheduled meals are important for the diabetic, especially for the person receiving insulin.

3. The "Exchange Lists for Meal Planning" groups food into 6 (how many) categories?

4. X True ____False. Foods on a calorie controlled diet should be measured with measuring cups, measuring spoons and ruler until the patient is familiar with the serving sizes of the diet.

5. Why doesn't a person with diabetes need special "diabetic" or "dietetic" foods? They often contain no sugar but do contain flour, fat, milk solids so will yield calorie and must be calculated into the diet. Expensive. Some special foods also contain forms of sweeteners that are not calorie free.

6. Name one food a person with diabetes should avoid. Candy, pop, sugar.

7. What do you feed a person with diabetes who has the flu and is unable to eat solid food? Substitute full liquid and/or clear liquid diet food; be sure to give liquids that contain calories.

8. Foods which contain few or no calories and may be used as desired include: spices, herbs, lemon tea.

9. Name 1 food in each exchange list and the amount that may be substituted for the example below:

		Amount	Food
Starch/Bread List:	1/2 hamburger bun	Individual answers: Refer to exchange lists	
Meat List:	1 oz. ham		
Vegetable List:	1/2 cup beets		
Fruit List:	Orange (2½"		
Milk List:	8 oz. yogurt plain/nonfat		
Fat List:	1 slice bacon		

10. When is a calorie restricted diet used? For weight control & weight reduction.

11. X True ____False. The Exchange lists are used to plan calorie restricted diets.

24 points

SCORING GUIDE
24 - 100%
23.5 - 97.9%
23 - 95.8%
22.5 - 93.7%
22 - 92%
21 - 87.5
20.5 - 85%
20 - 83.3%
19 - 79%
18 - 75%
17 - 71%
16 - 67%
15.5 - 65%
15 - 63%
14 - 58%
13.5 - 56.%

UNIT IV

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be familiar with the low fiber, low residue diet, reasons for its use and be able to identify foods to avoid on this diet.	1. Discuss the role of fiber for normal body functions. Discuss medical reasons for decreasing fiber in diet. Discuss foods that reduce residue in colon.
2. Be familiar with reasons for reducing fat intake in certain disease states and disturbances in digestion and absorption of fat. Be able to identify high fat foods and other foods that may cause distress.	2. Discuss fat metabolism in the body. Define fat and lipid. Discuss possible medical reasons for reducing fat intake. Discuss foods high in fat which would be avoided. Discuss other foods which may cause distress.
3. Be able to identify foods high in cholesterol and saturated fat. Be familiar with reasons for limiting cholesterol and saturated fat.	3. Discuss definition of cholesterol and its function in the body. Discuss definitions of atherosclerosis, arteriosclerosis, hypertension, blood pressure, hydrogenated, high-density lipoprotein, low-density lipoprotein. Discuss saturated vs polyunsaturated fat. Define mono-unsaturated fat and fatty acids. Discuss current theories tying diet to incidence of heart disease. Discuss principles of diet: 300 mg cholesterol, 30% total calories from fat.
4. Be able to use the Simplified Diet Manual to interpret and serve low fat diets and moderate cholesterol/fat restricted diets as ordered.	4. Discuss how to use the Simplified Diet Manual to plan low fat diets and moderate cholesterol/fat restricted menus. Discuss low fat or "lite" foods available. Discuss how to read labels with regard to fat and cholesterol. Use flip chart, "A Change of Plate" to explain fat and cholesterol content of meats and how to include them in these diets.
5. Be able to prepare food that tastes good yet stays within restrictions for fat and cholesterol.	5. Discuss food preparation methods used to reduce fat and cholesterol content of foods. Discuss use of "lite" margarines, butter flavored mix, sprinkles and seasonings to make low fat food taste good. Discuss substitute products for high fat or high cholesterol foods. Discuss recipe modification to decrease fat and cholesterol.

UNIT IV

ACTIVITIES	RESOURCES
1. Have student give examples of appropriate vegetables, grains, desserts to use on a low fiber, low residue diet. Complete Study Guide section on Low Fiber, Low Residue Diet.	1. Simplified Diet Manual, 6th Edition, IDA, IA State Press, Ames.
2. Show model of 5 lbs fat. Wipe several foods onto brown paper bag to show differences in fat content of foods; i.e. apple wedge, lunchmeat, potato chips, raw potato, cheese wedge. (Fat-containing foods will leave a greasy smudge; other dry clear) Complete the study guide for section on Low Fat Diet.	2. Food Models by NASCO, 901 Janesville Ave., Fort Atkinson, Wisconsin, 53538, 1-800-558-9595. Simplified Diet Manual and Study Guide. Sixth edition. IDA, ISU Press, Ames.
3. Draw carbon chains of saturated and ployunsaturated fats on board showing double and triple bonds. List differences between saturated and polyunsaturated fats. Give examples of foods with saturated, mono-unsaturated, and polyunsaturated fats. Complete the study guide for section on Moderate Cholesterol/Fat Restricted Diet.	3. Simplified Diet Manual and Study Guide, pamphlets on cholesterol and saturated fat from Food Mfgrs. Transparency "Plaque Formation" (4-1) in instructor guide.
4. Show food models of 3 oz portion of meat and selected pages of flip chart, "A Change of Plate" or other optional audio-visual materials.	4. Kit, "A Change in Plate" from National Livestock & Meat Board, Chicago, IL "Food 3-Eating the Moderate Fat & Cholesterol Way", ADA, 1982. "Controlling Cholesterol: Through Diet and Nutrition," Zandox, Inc., 231 East 55 Street, New York, NY 10022 (optional video). Brochures from IA Beef Council & Pork Industry Group.
5. Cooking lab.	5. Use recipes and shopping list included in the instructor's guide.

Other Materials Needed: Pamphlets on cholesterol and fat, Kit, "A Change in Plate", Groceries, Chalkboard and Chalk, Quizzes, Brown paper bag, Foods with and without fat.

LOW FAT, MODERATE CHOLESTEROL RECIPES TO PREPARE

Oven French Fries

Honey Carrots

Dilled Green Beans

Mandarin Orange Pudding

Sweet Potatoes with Pineapple

Zucchini Muffins

Chicken Croquettes with Mushroom Sauce

Creamy Cottage Cheese Dressing

Cooked Salad Dressing

Salad Dressing

Celery Seed Dressing

Whole Wheat Biscuits

Italian Ground Beef and Macaroni

LAB 3 - FAT RESTRICTED COOKING LAB SHOPPING GUIDE

Staples

½ cup oil
2 Tbsp cornstarch
2 Tbsp sugar
1 tsp dry mustard
Salt
Paprika
Vinegar
1 Tbsp catsup
Worcestershire sauce
Rum extract
4 Tbsp honey
Celery seed
Brown sugar
Dill seed
3 cups Whole wheat flour
2 Tbsp baking powder
2 tsp salt
2/3 cup oil
¼ cup honey
1½ cups flour
½ tsp pepper
1/8 tsp poultry seasoning
½ cup breadcrumbs
1 tsp oregano leaves
1 tsp basil leaves
1 cup elbow macaroni

Miscellaneous

1 pkg vanilla pdg mix
11 oz mandarin oranges
½ cup toasted slivered almonds
2 beef bouillon cubes
1 can water pack tuna
Butter buds

Frozen

1/3 cup frozen lemonade
2 9 oz cut green beans

Miscellaneous

Blender

Dairy

½ cup margarine, diet
1 cup buttermilk
Plain lowfat yogurt
2 cups skim milk
1 cup cottage cheese
Lowfat deli cheese
3 cups skim milk
2 egg whites
1½ Tbsp margarine

Produce

4 med potatoes
10-12 carrots
2 Tbsp parsley or mint
1 onion
Green pepper
Salad greens
1 cup zucchini squash
3/4 cup onion
½ cup celery
¼ cup green pepper

Meat

2 cups chicken, cooked, chopped fine
3/4 lb extra lean ground beef

Canned

2 cups sweet potatoes
8 oz. crushed pineapple
16 oz. Tomatoes
10 3/4 oz. can tomato puree
2 oz. Sl. mushrooms

LOW CHOLESTEROL, FAT MODIFIED RECIPES

Honey Carrots

10-12 small young carrots
1 tablespoon brown sugar
2 tablespoons finely chopped parsley
or fresh mint
2 tablespoons margarine
2 tablespoons honey

Wash and trim carrots. Cook in a small amount of boiling salted water for 15 minutes or until tender. Drain.

Melt margarine in a skillet or saucepan. Add sugar, honey and carrots. Cook over low heat, turning carrots frequently until well glazed. Sprinkle with chopped parsley or mint, and serve immediately. Yield: 4 servings.

Dilled Green Beans

2 beef bouillon cubes
2 tablespoons chopped onion
½ teaspoon dill seed
1 cup water
¼ cup chopped green pepper
2 9-ounce packages frozen
cut green beans

In a saucepan, dissolve bouillon cubes in water over medium heat. Add onion, pepper and dill seed to bouillon and cook several minutes. Add beans. Cook, covered, 8 to 10 minutes or until beans are just tender.

Creamy Cottage Cheese Dressing

1 cup cottage cheese
1/3 cup buttermilk

Mix in blender on medium speed until smooth and creamy. More buttermilk may be added for a thinner dressing.
Yield: 1 1/3 cups.

VARIATIONS:
BLUE CHEESE - Add 1 tablespoon blue cheese; salt and pepper to taste.
ITALIAN - Add oregano, garlic powder and onion salt to taste.
CREAMY FRENCH - Add 1 teaspoon paprika with dry mustard, Worcestershire sauce, onion and garlic salt to taste. Then with tomato juice to desired consistency.
GREEN GODDESS - Add 2 anchovies, 1 teaspoon chopped green onion, 1 tablespoon chopped green parsley and tarragon to taste.
HORSERADISH - Add 1 to 2 tablespoons of grated horseradish (excellent with cold roast beef).
THOUSAND ISLAND - Add 2 tablespoons pickle relish or chili sauce and dry mustard to taste.
DILLWEED - Add ½ to 1 teaspoon of dried dillweed, or 1 tablespoon of chopped fresh dillweed.
CINNAMON-HONEY - Add 2 tablespoons of honey and ½ teaspoon cinnamon.

Whole Wheat Biscuits

1 cup whole wheat flour
2½ tsp baking powder
2/3 cup skim milk
1 cup all purpose flour
½ tsp salt
1/3 cup oil

Preheat oven to 450^0F (very hot). Mix dry ingredients thoroughly. Mix milk and oil. Make a depression in center of dry ingredients. Pour in liquid mixture all at once. Stir with a fork until dough leaves the side of the bowl. Knead dough gently on a lightly floured surface 18 times. Roll to 1/2 inch thickness. Cut with a 2 inch biscuit cutter. Place on ungreased baking sheet. Bake until lightly browned, about 12 minutes. Yield: 12 biscuits

Per biscuit: Calories - 130; Total fat - 6.2 grams; Saturated fat - 1.0 gm; Cholesterol - trace.

Zucchini Muffins

2 cups whole wheat flour
½ tsp salt
3/4 cup skim milk
¼ cup oil
1 cup zucchini squash, shredded
1 T baking powder
1 tsp ground cinnamon
2 egg whites, slightly beaten
¼ cup honey

Preheat oven to 375^0F. Grease muffin tins lightly with oil. Mix dry ingredients thoroughly. Mix remaining ingredients. Add to dry ingredients. Stir until dry ingredients are barely moistened. Batter will be lumpy. Fill muffin tins two-thirds full. Bake until lightly browned, about 20 minutes.
Yield: 12 muffins.
Per muffin: Calories - 135; Total fat - 4.8 grams; Saturated fat - 0.8 gram; Cholesterol - trace.
Variation: Use 1 cup finely chopped, pared, tart apples in place of zucchini squash.

Italian Ground Beef and Macaroni

3/4 pound ground beef, extra lean
¼ cup green pepper, chopped
16 ounce can tomatoes
1 tsp oregano leaves
¼ tsp salt
3 cups elbow macaroni
(about 1 cup uncooked)
½ cup onion, chopped
¼ cup celery, chopped
10 3/4 ounce can tomato puree
1 tsp basil leaves
1/8 tsp pepper

Cook beef, onion, green pepper, and celery in large fry pan until beef is lightly browned and onion is clear. Drain. Break up large pieces of tomatoes. Add tomatoes, tomato puree and seasonings to beef mixture. Simmer 15 minutes to blend flavors. Stir in macaroni. Heat to serving temperature.
Yield: 4 servings, 1 1/3 cups each.
Per serving: Calories - 330; Total fat - 9.0 grams; Saturated fat - 3.9 gms; Cholesterol - 68 milligrams.
Menu Suggestion: Serve with hot French bread.
Variation: Use 1 teaspoon chili powder in place of oregano and basil.

Celery Seed Dressing

1/3 cup undiluted frozen lemonade concentrate
2 tablespoons honey
1/3 cup oil
1/3 teaspoon celery seeds

Combine all ingredients and blend thoroughly until smooth. Serve on fruit salad. Yield: about 1 cup.

Oven French Fries

French fries without frying -- a surprise for those who thought this crispy treat was forbidden food!!

4 medium potatoes
1 T. oil

Preheat oven to 475^0 F. Peel potatoes and cut into long strips about ½ inch wide. Dry strips thoroughly on paper towels. Toss in a bowl with oil as if making a salad. When strips are thoroughly coated with oil, spread them in a single layer on a cookie sheet and place in preheated oven for 35 minutes. Turn strips periodically to brown on all sides. If a crispier, browner potato is desired, run under broiler for a minute or two. Sprinkle with salt before serving. Yield: 6 servings.

Cooked Salad Dressing

2 T cornstarch
1 t dry mustard
1/8 t paprika
1 T vinegar
2/3 C buttermilk or skim milk

2 T sugar
½ t salt
½ C water
¼ C margarine

Mix together cornstarch, sugar, mustard, salt and paprika. Add water and cook over low heat stirring until thickened. Stir in vinegar. Blend in margarine and gradually add milk. Stir until creamy. Store in refrigerator and use as needed. Vary the flavor by adding poppy or caraway seeds or honey.
Yield: 1½ cups

Mandarin Orange Pudding

1 pkg vanilla pudding mix
2 cups skim milk
1 11-oz can mandarin oranges, well drained
Dash sugar
½ tsp sherry or rum extract
Toasted almonds, slivered

Prepare vanilla pudding according to directions on package. Cool. Before serving fold in drained oranges and sherry or rum. Garnish with toasted slivered nuts.

Chicken Croquettes

2 T onion, chopped
2 T oil
¼ tsp salt
1/8 tsp poultry seasoning
2 cups chicken, cooked, very finely chopped
½ cup breadcrumbs, fine dry
¼ cup celery, chopped
1/3 cup flour
1/8 tsp pepper
3/4 cup skim milk
1 T margarine, melted
1 recipe mushroom sauce

Cook onion and celery in oil until onion is clear. Stir in flour and seasonings. Add milk slowly, stirring constantly; cook until thickened. Mix chicken with milk mixture. Chill thoroughly. Shape chilled chicken mixture into 8 croquettes. Mix margarine with breadcrumbs. Roll croquettes in crumb mixture. Place on baking sheet. Bake at 400^{0}F (hot oven) until lightly browned, about 30 minutes. Serve with mushroom sauce.
Yield: 4 servings, 2 croquettes each.
Per serving without sauce: Calories - 305; Total fat - 13.3 grams; Saturated fat - 2.9 grams; Cholesterol - 61 mg.
Menu suggestion: Serve with seasoned spinach. Have sliced peaches for dessert.

Mushroom Sauce

1 T oil
1½ T flour
¼ tsp salt
3/4 cup skim milk
2 ounce can mushrooms, sliced, drained

Heat oil; stir in flour and salt. Add milk slowly, stirring constantly; cook until thickened. Add mushrooms. Heat to serving temperature. Serve over chicken croquettes.
Per serving: 60 calories; 3.4 total grams of fat; 0.6 gram saturated fat; 1 milligram cholesterol

Sweet Potatoes With Pineapple

½ T margarine
2 cups sweet potatoes, fresh, cooked, sliced
8 ounce can crushed pineapple in natural juice
¼ tsp ground cinnamon
1/8 tsp salt

Heat margarine in large frying pan. Add potato slices and pineapple. Sprinkle with cinnamon and salt. Simmer, uncovered, until most of the juice has evaporated, about 10 to 15 minutes. Turn potato slices several times.
Yield: 4 servings, about ½ cup each
Per serving: Calories - 135; Total fat - 1.7 grams; Saturated fat - 0.3 gram; Cholesterol - 0.

Name________________________________

QUIZ #4
MODIFIED DIETS

1. Name one diagnosis which usually requires a low residue diet.
____

2. ____True ____False. The low fiber, low residue diet includes foods that reduce (not eliminate) the residue in the colon.

3. Name two foods allowed on low fiber, low residue diet.
Vegetable:________________________ Dessert:________________________

4. One use for a low fat diet is:________________________________
____

5. ____True ____False. On a low fat diet a gravy could be given to the patient.

6. Fats are limited to ____________ ____________ per day on the Low Fat Diet.

7. When is a Moderate Cholesterol/Fat Restricted Diet used:______________
____
____

8. ____________________ ____________________ are increased to replace fat calories in the Moderate Cholesterol/Fat Restricted diet.

9. Name one difference between saturated and polyunsaturated fats.
____
____

10. Circle the foods that contain cholesterol:

peanut butter
eggs
skim milk
olives
prime rib
orange juice
cool-whip
coffee
roast pork
corn
whole milk
lettuce
margarine
liver
chicken
butter

11. Circle the foods that contain fat:

peanut butter
oranges
chicken
lasagna
margarine
eggs
macaroni
whole milk
bread
cool-whip
cheese
butter
creamed peas
skim milk
apple juice
coffee

27 points

Name ANSWER KEY

QUIZ #4
MODIFIED DIETS

1. Name one diagnosis which usually requires a low residue diet. Partial bowel obstruction, acute gastroenteritis, post op anal hemorhhoidal surgery, radiation therapy in or near intestine.

2. X True ____ False. The low fiber, low residue diet includes foods that reduce (not eliminate) the residue in the colon.

3. Name two foods allowed on low fiber, low residue diet.
Vegetable: peeled potatoes Dessert: plain cake, any dessert, without nuts or seeds.

4. One use for a low fat diet is: for disease of gall bladder, liver, pancreas, and in digestion or fat absorption disturbances.

5. ____ True X False. On a low fat diet a gravy could be given to the patient.

6. Fats are limited to 1 tablespoon per day on the Low Fat Diet.

7. When is a Moderate Cholesterol/Fat Restricted Diet used: in an effort to reduce cholesterol and other fatty substances in blood for the treatment of hyperlipidemia.

8. Complex carbohydrates are increased to replace fat calories in the Moderate Cholesterol/Fat Restricted diet.

9. Name one difference between saturated and polyunsaturated fats. Carbon (single) bonds vs. double and triple carbon bonds; solid vs. liquid; animal source vs. plant source.

10. Circle the foods that contain cholesterol:

peanut butter	[✓ prime rib]	roast pork	margarine
[✓ eggs]	orange juice	corn	[✓ liver]
skim milk	cool-whip	[✓ whole milk]	[✓ chicken]
olives	coffee	lettuce	[✓ butter]

11. Circle the foods that contain fat:

[✓ peanut butter]	[✓ margarine]	bread	[✓ creamed peas]
oranges	[✓ eggs]	[✓ cool-whip]	skim milk
[✓ chicken]	macaroni	[✓ cheese]	apple juice
[✓ lasagna]	[✓ whole milk]	[✓ butter]	coffee

27 points

SCORING GUIDE

27 - 100%	21 - 78%
26 - 96%	20 - 74%
25 - 93%	19 - 70%
24 - 89%	18 - 67%
23 - 85%	17 - 63%
22 - 81%	

UNIT V

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be familiar with various sodium restrictions, the reason for these restrictions, and be able to identify foods high in sodium.	1. Discuss the role of sodium in normal body functions. Discuss possible medical reasons for reducing sodium intake in the diet. Discuss foods that are typically high in sodium. Discuss how to read food labels and label reading terminology.
2. Be able to use the Simplified Diet Manual to interpret and serve sodium restricted diets as ordered.	2. Discuss how to use the Simplified Diet Manual to interpret and provide sodium modified diets. Discuss good resources/recipes to have at a facility for a reduced sodium cooking reference. Discuss possible reduced sodium replacements/substitutions that can be provided when a patient or resident does not like a food served.
3. Be able to prepare food that tastes good without added salt.	3. Discuss reduced sodium food preparation methods frequently used when making meals. Discuss seasonings that make foods prepared without salt taste better. Discuss the reasons quick breads and other specific foods should be avoided.
4. Be able to use the Simplified Diet Manual to interpret and serve Protein Restricted, Liberal Renal, Lactose Restricted and Gluten Restricted diets.	4. Using the Simplified Diet Manual, review Protein Restricted, Liberal Renal, Lactose Restricted and Gluten Restricted diets.

UNIT V

ACTIVITIES	RESOURCES
1. Review low sodium diets by discussing the information in the Simplified Diet Manual and watching the film strip on reduced sodium eating plans. Using various food labels, have students identify high and low sodium foods. After reviewing food labels, high and low sodium foods, have students identify four low sodium foods that can be used to replace four high sodium foods.	1. Simplified Diet Manual, Sixth edition. Iowa Dietetic Association, Ames, Iowa State Press. Transparency on "Average Amounts of Sodium in Groups of Foods" (5-1) in the Instructor's Guide. A variety of empty food containers and food labels. Filmstrip/cassette titled "Salt-Sodium in Daily Diets," 1981. Available from Learning Seed Co., 21250 Andover, Kildeer, IL 60047.
2. Review sodium restricted diets in the Simplified Diet Manual. Complete the corresponding section of the study guide.	2. Simplified Diet Manual, Sixth edition and study guide.
3. Cooking lab.	3. Use recipes and shopping lists included in the instructor's guide.
4. Review the Protein Restricted, Liberal Renal, Lactose Restricted and Gluten Restricted diets and have students complete the corresponding sections in the study guide.	

Other Materials Needed: Film projector and tape recorder or Dukane projector, Drop cord, Overhead prjoector, Groceries, Quizzes, Masking tape.

LOW SODIUM RECIPES TO PREPARE

Scrambled Eggs with Green Pepper

Scrambled Eggs with Rosemary

Herbed Hamburgers

Browned Rice

Mashed Potatoes

Mashed Baked Squash

Peas with Mushrooms

Cranberry Deep Dish Pie

Strawberry Parfait

Lemon Baked Fish

Potato Pancakes

Oriental Soup

Primavera Pesto Fettucine

LAB 4 - LOW SODIUM COOKING LAB SHOPPING GUIDE

Staples

2 Tbsp honey
4 cups low Na chicken broth
2 Tbsp dry sherry
1½ cups flour
1 tsp dry mustard
¼ tsp black pepper
2 Tbsp basil
12 oz. fettuccini noodles
3 Tbsp lemon juice
1 tsp dill weed
2 tsp tarragon
1 tsp paprika
1¼ cups sugar
12 Vanilla wafers
Rosemary
Onion powder
Marjoram
Thyme
Rice
Sage
White pepper
Cinnamon
Mrs. Dash
Lite salt, etc.

Canned

2 8 oz. cans diet peas
½ cup applesauce

Dried

1 cup raisins

Dairy

2 lb unsalted margarine
1 C plain lowfat yogurt
¼ C milk
2 T sour cream
4 eggs

Produce

¼ cup green pepper
7 Potatoes
1 orange for 1½ tsp rind
8 oz. mushrooms
3 onions
2 tomatoes
1 cup parsley sprigs
3 Garlic cloves
4 Strawberries
1 cup bean sprouts
1/3 cup scallion
12 oz. package cranberries
2 zucchini

Frozen

6 oz. snow peas
1¼ cups egg beaters
4 cups broccoli, chopped
1 lb white fish fillets
2 cups strawberries
1 10 oz. pkg squash

Meat

1 lb ground beef

LOW SODIUM RECIPES

Mashed Potatoes

1 lb Cooked potatoes
2 T sour cream
½ tsp ground marjoram
¼ C. low sodium milk
1 T unsalted butter or margarine
¼ tsp instant onion powder

Mash potatoes in large bowl. Add remaining ingredients and mix thoroughly. Keep warm over hot water until ready to serve. Yield: 4 servings.

Browned Rice

6 T (3/4 stick) unsalted margarine
1 C. raw white rice
2 C. water
3/4 C. chopped onion
¼ tsp. sage

Heat unsalted margarine in saucepan. Add rice and cook, stirring constantly over low heat until rice is lightly browned. Remove from heat. Gradually stir the water, add chopped onion and sage.

Return to heat and bring to a boil. Cover, simmer about 12 to 15 minutes or until all liquid is absorbed. Serve hot. Yield: 8 servings.
Sodium content - 1.4 mg/serving.

Herbed Hamburgers

1 lb ground beef
½ tsp instant onion powder
¼ tsp ground marjoram
¼ tsp ground thyme
1/8 tsp ground black pepper

Combine all ingredients in large bowl. Mix thoroughly. Shape into four hamburger patties and refrigerate until ready to use. Saute in small amount of oil until desired degree of doneness. Yield: 4 servings.

Peas With Mushrooms

¼ (½ stick) unsalted margarine
½ pound mushrooms, sliced
2 cans (8 ounce) dietetic peas

Melt unsalted margarine in a medium sized skillet. Saute mushrooms until golden brown. Heat peas in saucepan until hot. Stir in mushrooms. Serve warm. Yield: 6 servings. Sodium content - 8.7 mg/serving.

Mashed Baked Squash

2½ to 3 lbs butternut squash or
1 10 oz package of frozen squash
¼ cups (½ stick) unsalted margarine
½ cup chopped onion
2 T sugar
1½ tsp grated orange rind
1 tsp cinnamon

Wash butternut squash thoroughly. Pare, remove seeds and string portion and cut into pieces. Cook in a small amount of boiling water until tender, about 15 to 20 minutes (if using frozen squash, cook without hot water). Drain well. Mash thoroughly. Heat unsalted margarine in skillet. Saute chopped onion in margarine until tender. Combine sauteed onion, mashed squash, sugar, orange rind and cinnamon. Blend well and turn into a greased 1 quart casserole. Yield: 4 servings. Sodium content - 2 mg/serving.

Oriental Soup

4 cups low sodium chicken broth
1 cup fresh bean sprouts
1 (6 ounce) package frozen snow peas, thawed
1/3 cup sliced scallions
2 T dry sherry
½ cup egg substitute

In large saucepan over medium high heat, combine broth, bean sprouts and snow peas; simmer, covered, for 2 minutes. Stir in scallions and sherry. Gradually pour in egg substitute without stirring. Cook for 30 seconds, stirring once or twice.
Yield: 5 servings.
Nutrition information per serving (about 1 cup):
Calories - 65; Sodium (mg) - 98; Cholesterol (mg) - 0; Fat (gm) 0;
Exchanges per serving: ½ meat; 1½ vegetables.

Potato Pancakes

½ cup all purpose flour
1/8 tsp ground black pepper
3/4 C egg substitute
½ chopped onion
½ C applesauce
1 tsp dry mustard
3 C coarsely shredded potatoes (about 3 medium)
¼ cup sweet unsalted margarine

In medium bowl, stir together flour, mustard and pepper. Stir in potatoes, egg substitute, and onion until blended. In large skillet, over medium high heat, melt 2 tablespoons sweet unsalted margarine. Drop potato mixture by 1/3 cupfuls into 4 mounds in skillet. Flatten each mound into a 4 inch pancake. Cook until golden brown on one side about 3 to 4 minutes; turn to brown other side. Drain on paper towels; keep warm. Repeat to make a total of 8 pancakes. Serve topped with applesauce.
Nutrition information per serving (1 pancake):
Calories - 154; Sodium (mg) 54; Cholesterol (mg) 0; Fat (gm) 6;
Exchanges per serving: ½ meat; 1¼ grains; 1 fat

Cranberry Deep Dish Pie

Filling:
1 (12 ounce) package fresh or frozen cranberries
1 C dark seedless raisins
1 C sugar
1 T all purpose flour
2/3 cup water

In large saucepan over medium heat, cook cranberries, raisins, sugar, flour and water, stirring constantly, until mixture thickens slightly and begins to boil. Pour into 1½ quart casserole.

Crust:
3 T unsalted margarine
3/4 C all purpose flour
3 T ice water
1 tsp sugar

In small bowl, cut unsalted margarine into flour until mixture resembles coarse crumbs. Stir in ice water until mixture holds together; shape into ball. On lightly floured surface, roll dough to fit top of baking dish, allowing ½ inch overhang. Place crust on top of filling. Turn overhang under, crimp edge. Cut several slits in crust; sprinkle with sugar. Bake at 425^0F for 20 to 25 minutes or until crust is golden brown. Serve warm or cold.
Yield: 8 servings.
Nutrition information per serving:
Calories - 258; Sodium (mg) - 5; Cholesterol (mg) - 0;
Fat (gm) - 4.
Exchanges per serving: 1 grain; 3½ fruits; 1 fat.

Strawberry Parfait

12 vanilla wafers, finely rolled (about ½ cup crumbs)
2 T unsalted margarine, melted
2 C sliced strawberries
1 C plain lowfat yogurt
2 T honey
4 whole strawberries

In small bowl stir together vanilla wafers and margarine, set aside.

In medium bowl stir together sliced strawberries, yogurt and honey. Alternately layer yogurt mixture and crumb mixture in 4 (6 ounce) parfait glasses. Chill. To serve, garnish with whole strawberries.
Yield: 4 servings.
Nutrition information per serving:
Calories - 183; Sodium (mg) - 52; Cholesterol (mg) - 11;
Fat - (gm) 9.
Exchanges per serving: ½ grain; 1 fruit; ¼ skim milk; 2 fats.

Primavera Pesto Fettuccine

1/3 C sweet unsalted margarine
2 medium zucchini, halved lengthwise and sliced
1 C fresh parsley sprigs
2 cloves garlic
1 (12 ounce) package fettuccine noodles prepared without added salt
4 C coarsely chopped broccoli
2 medium tomatoes, coarsely chopped
2 T basil leaves
1/8 tsp ground black pepper

In skillet over medium high heat, melt 2 tablespoons unsalted margarine. Add broccoli and zucchini, cook, stirring occasionally for 5 minutes. Add tomatoes; cook for 2 to 3 minutes more.

Meanwhile, in small saucepan, over medium heat, melt remaining margarine. Pour into electric blender container with parsley, basil, garlic, and pepper; blend until smooth. Toss with hot fettuccine; add vegetable mixture. Serve immediately.
Yield: 8 servings.
Nutrition information per serving:
Calories - 265; Sodium (mg) - 22; Cholesterol (mg) - 40;
Fat (gm) - 10.
Exchanges per serving: 2 grains; 1½ vegetables; 2 fats.

Lemon Baked Fish

1 pound white fish fillets
2 T lemon juice
1 T finely snipped fresh dill or 1 tsp dill weed
2 C cooked fresh green beans prepared without added salt
2 T sweet unsalted margarine
1 clove garlic, minced
1 tsp tarragon leaves
1 tsp paprika
2 C cooked sliced carrots prepared without added salt

In greased 12x8x2 inch baking dish, arrange fish fillets. In small saucepan over medium heat, melt margarine with lemon juice, garlic, dill and tarragon; pour over fish. Sprinkle with paprika. Bake at 350^{0}F for 25 minutes or until fish flakes easily when tested with fork. Serve with beans and carrots.
Yield: 4 servings.
MICROWAVE: In 12x8x2 inch microwave-proof baking dish, place margarine. Microwave on HIGH (100% power) for 1 to 1½ minutes. Stir in lemon juice, garlic, dill and tarragon. Arrange fish in dish, turning to coat with margarine mixture. Sprinkle with paprika; cover. Microwave on HIGH for 6 to 7 minutes, rotating dish ½ turn after 4 minutes, serve as above.

Nutrition information per serving:
Calories - 272; Sodium (mg) - 93; Cholesterol (mg) - 62;
Fat (gm) 15.
Exchanges per serving: 3 meats; 2 vegetables; 1½ fats.

Name________________________________

QUIZ #5
SODIUM, PROTEIN, LACTOSE, AND GLUTEN RESTRICTIONS

1. The purpose of a sodium restricted diet is to ______________________________
____

2. In the No Added Salt diet (3000-4000 mg) ________________ ________________ is limited.

3. ____True ____False. Antacids and salt substitutes may be used without restriction on a low salt diet.

4. Write a substitute food for the incorrect food on this low sodium (2000 mg) menu.

Baked Ham
Twice Baked Potato
Broccoli/Lemon
Peach Salad
Frozen Yogurt Pie
Coffee

Incorrect Food:____________________

Substitute Food:____________________

5. ____True ____False. Softened water has nothing to do with low sodium diets.

6. Select the cereals which are typically salted by the cook or contain salt in packaging. (Name at least 3)

_____Oatmeal
_____Puffed Wheat
_____40% Bran
_____Cornflakes
_____Rice Krispies
_____All Bran
_____Shredded Wheat
_____Cream of Wheat
_____Puffed Rice

7. Name two seasonings that could be used on sodium restricted diets.
________________________________ ________________________________

8. ____True ____False. For best utilization of protein all the protein foods should be served at one meal of the day.

9. Name one food item that might be restricted on a 40-Gram Protein Diet.
____

10. What is lactose?____
____

11. In a Gluten Restricted diet ________________________ would be eliminated and ________________________________ could be used in its place.

12. A liberal renal diet would be used for what diagnosis?________________
____

13. How can extra calories be added to the protein restricted diet without adding protein foods?____
____
____

19 points

Name ANSWER KEY

QUIZ #5
SODIUM, PROTEIN, LACTOSE, AND GLUTEN RESTRICTIONS

1. The purpose of a sodium restricted diet is to prevent or control edema and/or hypertension.

2. In the No Added Salt diet (3000-4000 mg) table salt foods with MSG is limited.

3. ____True __X__False. Antacids and salt substitutes may be used without restriction on a low salt diet.

4. Write a substitute food for the incorrect food on this low sodium (2000 mg) menu.

Baked Ham
Twice Baked Potato
Broccoli/Lemon
Peach Salad
Frozen Yogurt Pie
Coffee

Incorrect Food: baked ham

Substitute Food: roast beef

5. ____True __X__False. Softened water has nothing to do with low sodium diets.

6. Select the cereals which are typically salted by the cook or contain salt in packaging. (Name at least 3)

__X__ Oatmeal
_____ Puffed Wheat
__X__ 40% Bran
__X__ Cornflakes
__X__ Rice Krispies
__X__ All Bran
_____ Shredded Wheat
__X__ Cream of Wheat
_____ Puffed Rice

7. Name two seasonings that could be used on sodium restricted diets.
dill weed basil

8. ____True __X__False. For best utilization of protein all the protein foods should be served at one meal of the day.

9. Name one food item that might be restricted on a 40-Gram Protein Diet.
milk, meat, breads, or starches

10. What is lactose? milk sugar (CHO found in milk)

11. In a Gluten Restricted diet wheat, barley, rye, oats would be eliminated and corn, rice, wheat strach could be used in its place.

12. A liberal renal diet would be used for what diagnosis? chronic renal insufficiency.

13. How can extra calories be added to the protein restricted diet without adding protein foods? Use whole milk instead of low fat or skim; dip meats in flour or wheat starch, sweeten ruits with sugar, use extra gravies, margarines, etc.

19 points

SCORING GUIDE
19 - 100%
18 - 95%
17 - 89%
16 - 84%
15 - 79%
14 - 74%
13 - 68%

UNIT VI

OBJECTIVES	CONTENT
Following completion of this unit each student will:	
1. Be able to define terms used in the care planning process.	1. Discuss four aspects of the care plan process: assessment/reassessment, problem identification, intervention and evaluation.
2. Be able to identify nutrition problems for a patient/resident care plan and develop appropriate approaches to improve the person's nutrition status.	2. Discuss samples of nutrition problems and possible interventions. Mention specific nutritional risks: residents with decubitus ulcers, tube feedings, weight loss and poor food and/or fluid intake. Discuss the Minimum Data Set (MDS) form and new OBRA regulations which specify timing of care plan conferences.
3. Be able to write measurable short term goals for patient/resident care plans.	3. Discuss reasonable and measurable goals for patients/residents and how these goals should be written. Discuss determining the discipline(s) responsible for implementing approaches. Discuss the patient/resident rights in relation to goal setting.

UNIT VI

ACTIVITIES	RESOURCES
1. Show transparencies of sample care plan forms. Show nutrition assessment form and reassessment form.	1. Sample care plans, assessment and reassessment forms that can be shown on an overhead projector Handout 6-1 and 6-2.
2. Show videotape "Anthropometry: Your Role in Nutritional Assessment of the Elderly," (20 minutes). Have students practice taking measurements of one another.	2. Videotape - "Anthropometry: Your Role in Nutritional Assessment of the Elderly," Ross Laboratories, Columbus, OH, 43126 Nutrition in Long-Term Care Facilities, Anna Katherine Jernigan, ADA, 1988. Managing Foodservice Operations: A Systems Approach for Healthcare and Institutions. Jack Ninemeier Dietary Managers Assoc. ADA, 1985.
3. Discuss case studies and write care plans. Allow time for students to work in groups to develop care plans. Discuss these sample care plans in class. Review material in the Study Guide. As a review of all units, show and discuss diet modification slides.	3. Simplified Diet Manual and Study Guide, sixth edition. Slides on Diet Modification for General, Mech-Sott, 1500 calorie, and bland diets available from the Area Commuunity Colleges. Description of the slides is located in the Instructor's Guide.

Other Materials Needed: Quizzes, VCR, Drop cord, Handouts, Knee-length caliper, Skin caliper, Tape measure, 35 mm slide projector with remote control, screen.

Dietary Changes and Additions from ____________________ Care Conference

INITIAL WHEN IMPLEMENTED	RESIDENT/ROOM #	DIETARY PLAN/CHANGE

Handout 6-1

CARE PLAN WORKSHEET

FOR:______________________________ COMPLETED:__________________________

RESIDENT:__________________________

RESIDENT:__________________________

RESIDENT:__________________________

Handout 6-2

DESCRIPTION OF DIET MODIFICATION SLIDES

Slide A-1 General Diet Dinner

Swiss steak with tomato sauce
Whole potato in cornflake crumbs
Broccoli spear
Peach half with blueberries
Chocolate cake
Roll-butter
Coffee

Slide A-2 1500 Calorie Diabetic Diet Dinner

3 oz swiss steak with tomato sauce	3 meat
1 potato	1 starch/bread
1 broccoli spear	1 vegetable
1 peach half	½ fruit
3/8 cup blueberries	½ fruit
Applesauce cupcake	1 starch/bread
Fat in cupcake	1 fat
Coffee	

Slide A-3 Mechanical Soft Diet Dinner

Swiss steak with tomato juice
Whole potatoes with cornflake crumbs
Green beans
Peach half with cherry jelly
Chocolate cake
Roll-butter
Coffee

Slide A-4 Bland Diet Dinner

Swiss steak with tomato juice
Whole potato with cornflake crumbs
Green beans
Peach half with cherry jelly
Chocolate cake
Cereal beverage (like Postum)

DESCRIPTION OF DIET MODIFICATION SLIDES

Slide B-1 General Diet Dinner

Meat balls
Oven hash brown potatoes
Buttered carrots
Tossed salad with croutons
Ice cream
Roll-butter
Coffee

Slide B-2 1500 Calorie Diabetic Diet Dinner

3 oz Meat balls	3 meat
½ cup carrots	1 vegetable
½ cup potatoes	1 starch/bread
Tossed salad	1 vegetable
½ cup fruit juice	1 fruit
½ cup ice cream	1 starch/bread and 2 fat (save 1 fat at breakfast & 1 at bedtime)
1 T salad dressing	1 fat
Coffee	

Slide B-3 Mechanical Soft Diet Dinner

Meat balls
Cubed buttered potato
Carrots
Fruit juice
Ice cream
Coffee

Slide B-4 Bland Diet Dinner

Meat balls
Cubed buttered potato
Carrots
Ice cream
Melba toast
Cereal beverage (like Postum)

DESCRIPTION OF DIET MODIFICATION SLIDES

Slide C-1 General Diet Dinner

Pork chop
½ broiled peach with whole cranberry sauce
Green beans
Macaroni Salad
2 Biscuits - butter
Whipped jello with blueberries
Coffee

Slide C-2 1500 Calorie Diabetic Diet Dinner

3 oz pork chop	3 meat	
3/4 cup macaroni	1½ starch/bread	
1 biscuit	1 starch/bread	1 fat
½ peach with parsley	½ fruit	
½ cup green beans	1 vegetable	
Whipped unsweetened gelatin	Free	
3/8 cup blueberries	½ fruit	

Slide C-3 Mechanical Soft Diet Dinner

Pork chop
½ broiled peach with parsley
Green beans
Macaroni Salad without green pepper and w/ sliced hard cooked egg
Whipped jello with strained cranberry sauce
Biscuit-butter
Coffee

Slide C-4 Bland Diet Dinner

Baked pork chop
½ broiled peach
Green beans
Macaroni with whipped topping and sliced egg garnish
Whipped jello with strained cranberry sauce
Melba toast-butter
Cereal beverage (like Postum)

DESCRIPTION OF DIET MODIFICATION SLIDES

Slide D-1 General Diet Supper

Pancake stack (3) with loose hamburger, green pepper & mushrooms
Coleslaw
Watermelon
Milk
Coffee

Slide D-2 1500 Calorie Diabetic Supper

2 pancakes	2 starch/bread
2 oz loose hamburger w/green pepper, mushroom	2 meat
½ cup coleslaw	1 vegetable
1¼ cup watermelon	1 fruit
1 tsp mayonnaise in coleslaw	1 fat
1 cup skim milk	1 milk
Coffee	Free

Slide D-3 Mechanical Soft Diet Supper

2 pancakes
Loose hamburger with mushrooms
Peas
Cranberry applesauce
Milk
Coffee

Slide D-4 Bland Diet Supper

Rusk
Steamed loose hamburger with mushrooms
Peas
Cranberry applesauce
Milk
Cereal beverage (like Postum)

QUIZ OVER MODIFIED DIET COURSE

1. Name the Basic Food Groups: give size of serving and number of servings needed daily for an adult.

	Food Group	Size of Serving	Number of Servings Daily
a.			
b.			
c.			
d.			

2. The three kinds of substances in food that can supply energy are:
1)____________________ 2)____________________ 3)____________________

3. Name two foods that are about 100% fat.________________ ________________

4. Milk is a leading source of ________________ and also provides high quality ______________________ and other ________________________.

5. Recommended allowances for the older person do not differ materially from those of middle life except for ____________, which are______________

6. No more than ______ hours should elapse between a substantial evening meal and breakfast.

7. List two ways of including extra protein in the food for a patient who has had a stroke. a)____
b)____

8. State two ways to improve the texture of pureed diets so they are smooth, but not runny. a)________________________ b)________________

9. ____True ____False. The Low Residue diet includes foods that form little bulk in the colon. Vegetables must be strained.

10. The full Liquid Diet includes what type of foods?______________________
____

11. ____True ____False. Since the Clear Liquid diet is inadequate in all nutrients it can be used for an indefinite period of time.

12. An important objective in dietary treatment of the diabetic is:
____
____

13. The exchange diet is based on grouping foods into categories. Foods in each group have ___________ values; thus a food within a group may be ________________ for another in the ______________________________
______________________________.

14. As dietary supervisor you receive an order for a 1900 calorie diet for a new diabetic. State how you would decide which foods to send the resident.____
____

15. Name a food in each exchange list and the amount that may be substituted for the examples following:

		Amount	Food
List 1:	1 cup nonfat milk		
List 2:	½ cup carrots		
List 3:	1 small orange		
List 4:	1 slice bread		
List 5:	1 oz chicken, no bone		
List 6:	1 tsp. butter		

16. Strong flavored vegetables are avoided on the fat restricted diet if they cause ______________________. Four strong-flavored vegetables are:
1)__________________________________ 2)______________________________
3)__________________________________ 4)______________________________

17. On Low Fat diets calories are provided through additional servings of other foods. Name two:________________________ ______________________

18. Three ways to season vegetables to be served on a Low Fat Diet are:
1)________________________________
2)________________________________
3)________________________________

19. List 5 foods to be avoided on a Mild Sodium Restricted Diet (2-3 grams).
1)______________________ 2)_____________________ 3)____________________
4)______________________ 5)_____________________

20. Describe one way to improve the flavor of stews cooked without salt.
____

21. Two foods high in potassium are 1)___________________ 2)________________

22. ____True ____False. A Low Cholesterol diet limits eggs, skim milk, vegetables, and fruits.

23. List several major points to consider in planning menus for Modified Diets
Example: Color
a)____
b)____
c)____
d)____

24. Four ounces of raw meat usually yields _________ ounces of cooked meat.

25. Identify what is wrong with the following menu. How could it be improved?

Cream Soup	Roast Turkey
Squash	Applesauce
Tapioca Pudding	Milk

____
____
____

26. Mary Smith has a 50% food intake and has an open area on her left heel.
Ht: 5'1"; Wt: 90 lbs.

1. Identify 1 problem and an approach to correct it.
2. Write a goal to meet.

____

____

____

ANSWER KEY

QUIZ OVER MODIFIED DIET COURSE

1. Name the Basic Food Groups: give size of serving and number of servings needed daily for an adult.

	Food Group	Size of Serving	Number of Servings Daily
a.	milk	8 oz	2 or more
b.	meat	2-3 oz	2 or more
c.	fruit & veg.	1/2 c	4 or more
d.	grain	1 slice or 1/2-3/4 c	4 or more

2. The three kinds of substances in food that can supply energy are: 1) protein 2) carbohydrate 3) fat

3. Name two foods that are about 100% fat. margarine oil

4. Milk is a leading source of calcium and also provides high quality protein and other nutrients.

5. Recommended allowances for the older person do not differ materially from those of middle life except for calories, which are lower.

6. No more than 14 hours should elapse between a substantial evening meal and breakfast.

7. List two ways of including extra protein in the food for a patient who has had a stroke. a) add 1/3 c dry milk to cereal
b) add dry milk to cream soup

8. State two ways to improve the texture of pureed diets so they are smooth, but not runny. a) add instant mash potatoes b) add bread

9. ____True X False. The Low Residue diet includes foods that form little bulk in the colon. Vegetables must be strained.

10. The full Liquid Diet includes what type of foods? Are liquid at body temperature.

11. ____True X False. Since the Clear Liquid diet is inadequate in all nutrients it can be used for an indefinite period of time.

12. An important objective in dietary treatment of the diabetic is: control total calories, attain ideal body weight, avoid sugar, control fat intake.

13. The exchange diet is based on grouping foods into categories. Foods in each group have comparable values; thus a food within a group may be exchanged for another in the group.

14. As dietary supervisor you receive an order for a 1900 calorie diet for a new diabetic. State how you would decide which foods to send the resident. Individual answer

15. Name a food in each exchange list and the amount that may be substituted for the examples following:

		Amount	Food
List 1:	1 cup nonfat milk	See Diet	
List 2:	½ cup carrots	Manual	
List 3:	1 small orange		
List 4:	1 slice bread		
List 5:	1 oz chicken, no bone		
List 6:	1 tsp. butter		

16. Strong flavored vegetables are avoided on the fat restricted diet if they cause discomfort. Four strong-flavored vegetables are:
1) cabbage 2) onions
3) broccoli 4) turnips

17. On Low Fat diets calories are provided through additional servings of other foods. Name two: carbohydrates protein

18. Three ways to season vegetables to be served on a Low Fat Diet are:
1) lemon juice
2) dehydrated chicken broth
3) brown sugar

19. List 5 foods to be avoided on a Mild Sodium Restricted Diet (2-3 grams).
1) sauerkraut 2) potato chips 3) processed cheese
4) salt topped bread 5) pretzels

20. Describe one way to improve the flavor of stews cooked without salt.
basil or bay leaf

21. Two foods high in potassium are 1) bananas 2) dry beans, oranges.

22. ____True X False. A Low Cholesterol diet limits eggs, skim milk, vegetables, and fruits.

23. List several major points to consider in planning menus for Modified Diets
Example: Color
a) Include Basic Food Groups
b) Use general menu or basis for planning, modification
c) Season modified diets
d) Consider cost
Plan with variety, color texture, flavor and shipe; consider patient's likes, dislikes, food habits, religion; Consider weather and temperature contrasts in foods; Remember holidays and special occasions.

24. Four ounces of raw meat usually yields 3 ounces of cooked meat.

25. Identify what is wrong with the following menu. How could it be improved?

Cream Soup	Roast Turkey
Squash	Applesauce
Tapioca Pudding	Milk

All soft and similar consistency; very pale in color. Individual menu changes.

26. Mary Smith has a 50% food intake and has an open area on her left heel.
Ht: 5'1"; Wt: 90 lbs.

1. Identify 1 problem and an approach to correct it.
2. Write a goal to meet.

Individual answers to address, poor p.o. intake, protein needs and/or weight below ideal.

77 points

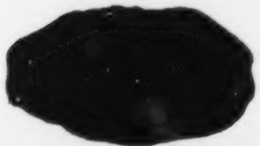
SCORING GUIDE

77 - 100%
76 - 99%
75 - 97%
74 - 96%
73 - 95%
72 - 94%

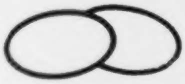
71% - 92%
70 - 91%
69 - 90%
68 - 91%
67 - 87%
66 - 86%

65 - 84%
64 - 83%
63 - 82%
62 - 81%
61 - 79%
60 - 78%

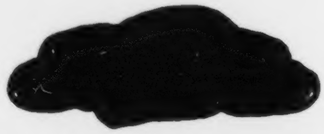
Amount of Food to Furnish Approximately 14grams Protein



ground beef patty
2oz. cooked

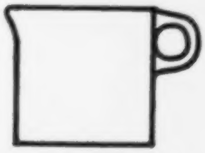


2 eggs

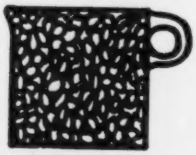


7 potatoes

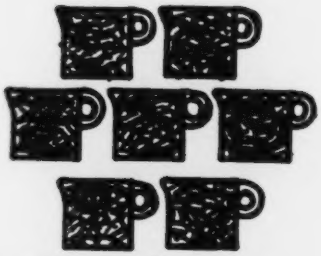
1 chicken drumstick



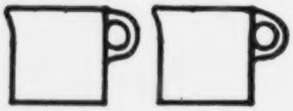
creamed
cottage cheese
½cup



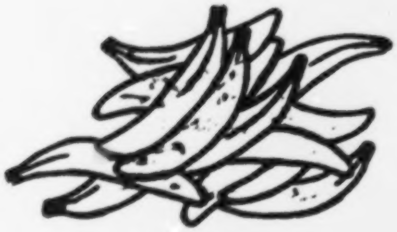
dried beans
1cup cooked



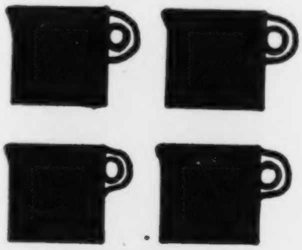
green beans
7 cups



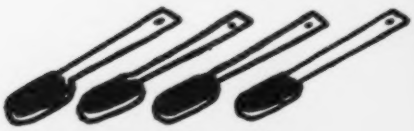
fluid milk
1¾ cups



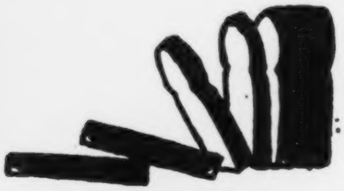
bananas
14



plain gelatin
desert
4 cups



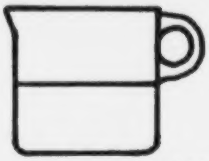
peanut butter
4 tbsp.



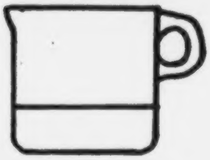
bread
7 slices

Transparency 1-1

Calcium Values of Food
Amounts to Furnish 288mg of Calcium



evaporated milk
½ cup

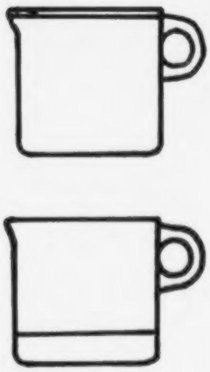


instant non-fat
dry milk ⅓ cup

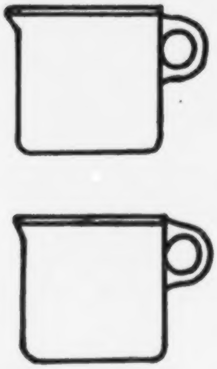
cheddar cheese
1½ oz.

fluid milk

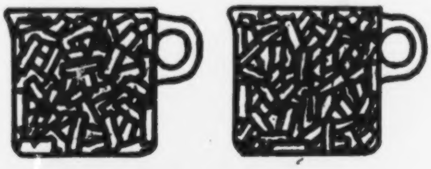
1 cup



cottage cheese
1⅕ cups



ice cream
2 cups



green beans
2 cups

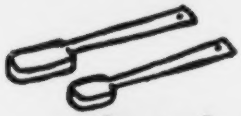
eggs-10

oranges-5

bread, white
13 slices

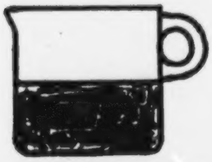
Vitamin A Value of Food

carrots
3 slices



spinach
1½ tsp.

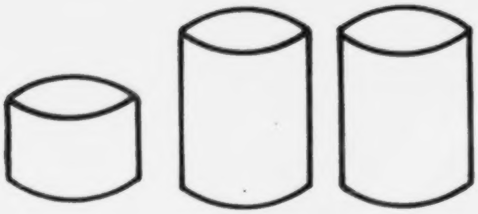
apricots
3 halves



tomatoes
½ cup

lettuce
¼ head

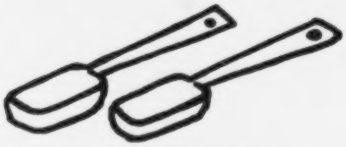
liver
½ tsp.



canned
pineapple
2½ no. 2 cans

green beans
1½ cups

potatoes
11 pounds

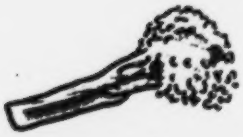


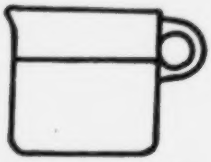
butter
2 tbsp.

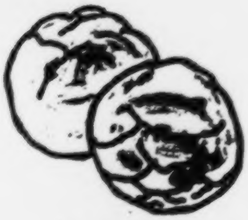
eggs-2

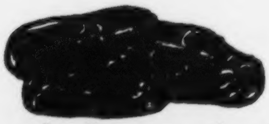
Transparency 1-3

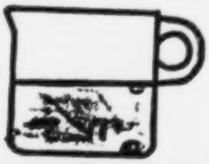
Sources of Vitamin C
Amounts to Furnish 60mg. Vitamin C

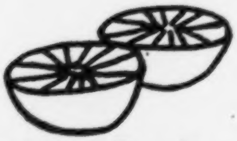

broccoli, cooked
1 stalk

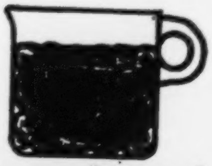

lemon juice
2/3 cup

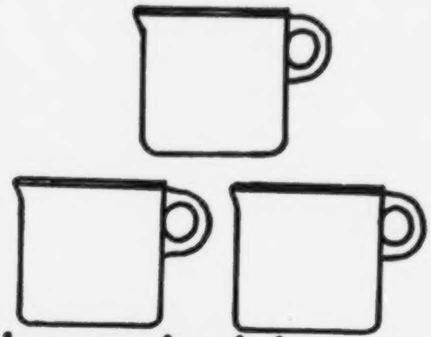

lettuce-
2 heads

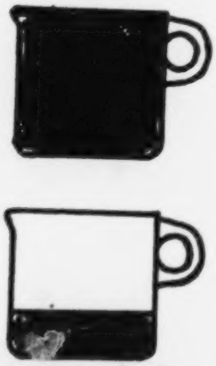

potatoes, boiled
in skin-3

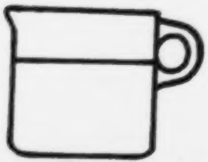

orange juice
1/2 cup


grapefruit
2 small halves


strawberries
1 cup


pineapple juice
3 cups


tomato juice
1 1/3 cups


grapefruit juice
2/3 cup

Transparency 1-4

Current diet

42 % Fat

16% Saturated

19% Monounsaturated

7% Polyunsaturated

American Heart Association recommendations

30 % Fat or less

10% Saturated

10% Monounsaturated

10% Polyunsaturated

Percent of Kilocalories from Fat

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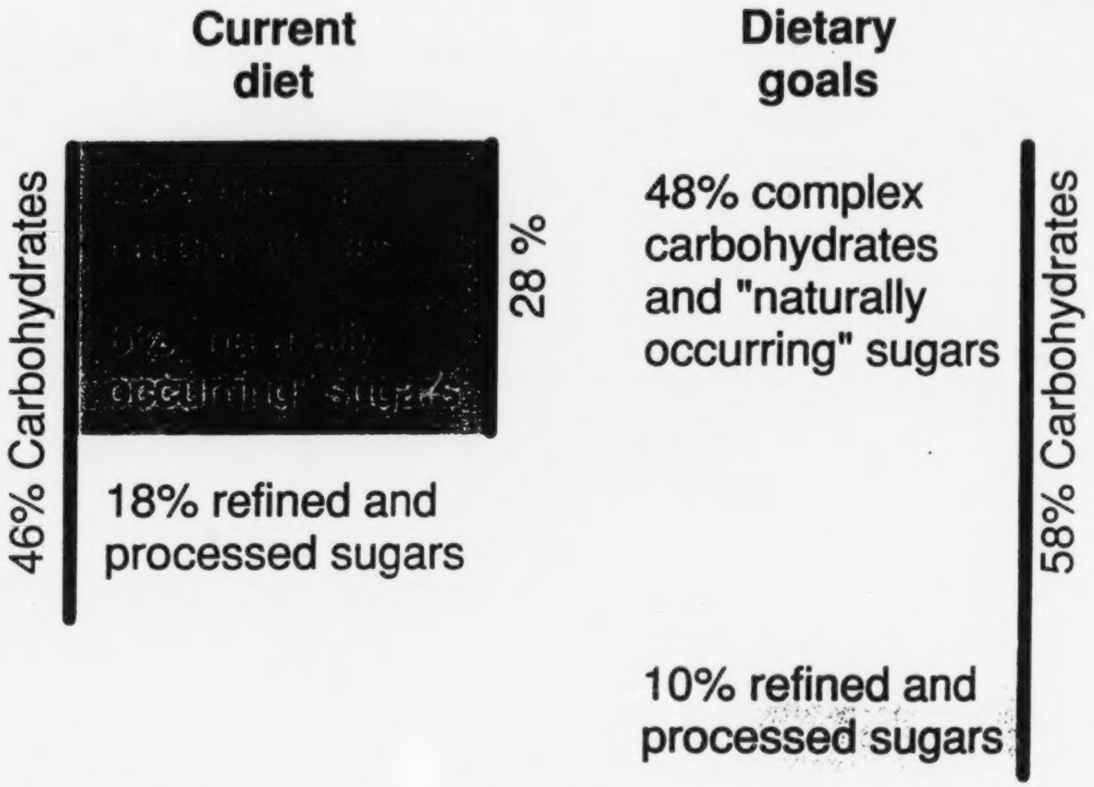
Transparency 1-5



Percent of Calories from Carbohydrate

From U.S. Senate Select Committee on Nutrition and Human Needs.
Dietary Goals for the United States, 2d ed. 1977.
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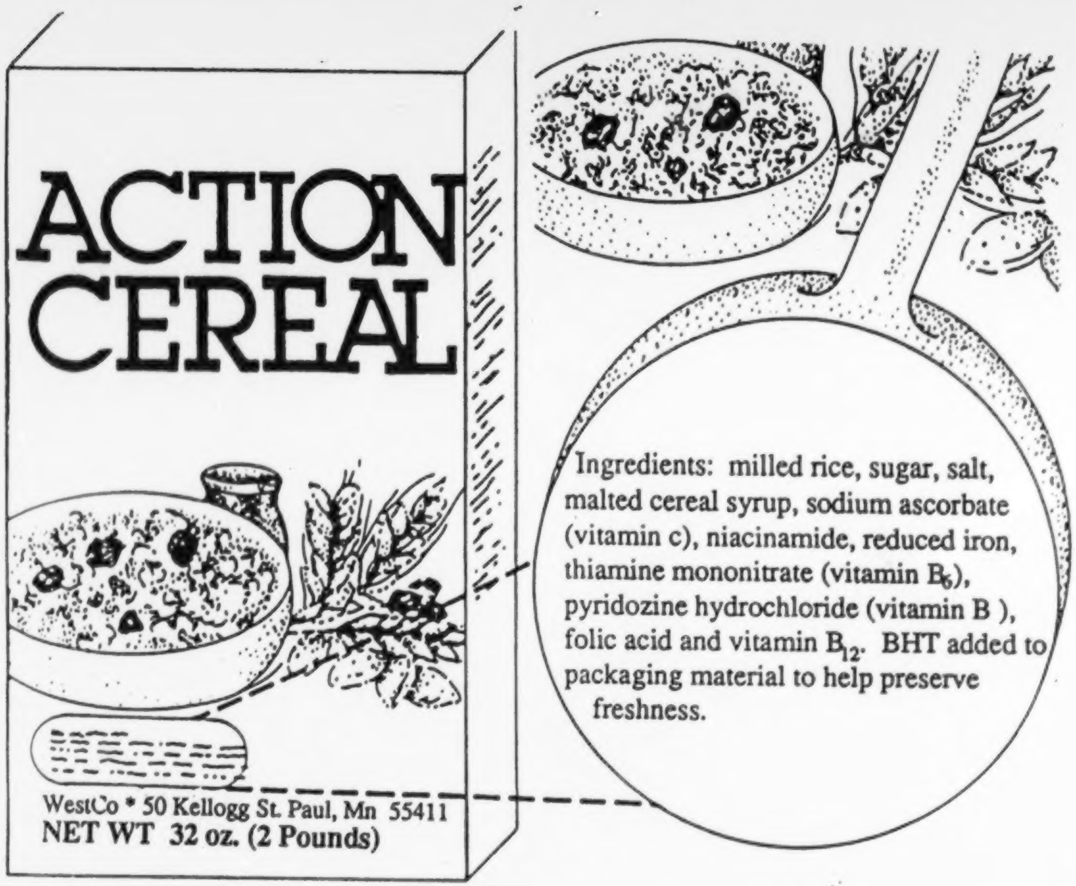
Transparency 1-6

Transparency 1-7



Ingredients: milled rice, sugar, salt, malted cereal syrup, sodium ascorbate (vitamin c), niacinamide, reduced iron, thiamine mononitrate (vitamin B_6), pyridozine hydrochloride (vitamin B), folic acid and vitamin B_{12}. BHT added to packaging material to help preserve freshness.

Serving Size	1/4 cup (1 oz)	
Servings per container	32	
		with 1/2 cup vitamin D fortified whole milk
Calories	130	210
Protein	3g	7g
Carbohydrate	18g	24g
Fat	5g	9g

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (% U.S. RDA)

Protein	4	10
Vitamin A	*	2
Vitamin C	*	*
Thiamine	4	8
Riboflavin	10	20
Niacin	2	2
Calcium	2	15
Iron	4	4
Vitamin D	*	10

*contains less than 2% of the U.S. RDA for this nutrient.

How to Read Labels

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Cream cheese

NUTRITION INFORMATION PER PORTION

PORTION SIZE	2 TBSP. (28 g)
PORTIONS PER CONTAINER	8
CALORIES	100
PROTEIN	2 GRAMS
CARBOHYDRATE	2 GRAMS
FAT	10 GRAMS
SODIUM	100 mg

PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)

PROTEIN	4	RIBOFLAVIN	2
VITAMIN A	4	NIACIN	*
VITAMIN C	*	CALCIUM	2
THIAMINE	*	IRON	*

CONTAINS LESS THAN 2% OF THE U.S. RDA OF THESE NUTRIENTS.

INGREDIENTS: MILK, CREAM, CHEESE CULTURE, SALT AND VEGETABLE GUM.

KEEP REFRIGERATED

Grams of fat = 10 grams/2 TBSP of cream cheese

Percent of Kilocalories as fat

$$= \frac{\dfrac{\text{10 grams of fat ¥ 9 Kcal/gm of fat}}{\text{2 TBSP cream cheese}}}{\text{100 Kcal per 2 TBSP of cream cheese}}$$

$$= \frac{\text{90 Kcal of fat/2 TBSP of cream cheese}}{\text{100 Kcal per 2 TBSP of cream cheese}}$$

= 90% of the Kilocalories are from fat

Interpreting Labels for Fat Content

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Transparency 1-8

Transparency 1-9

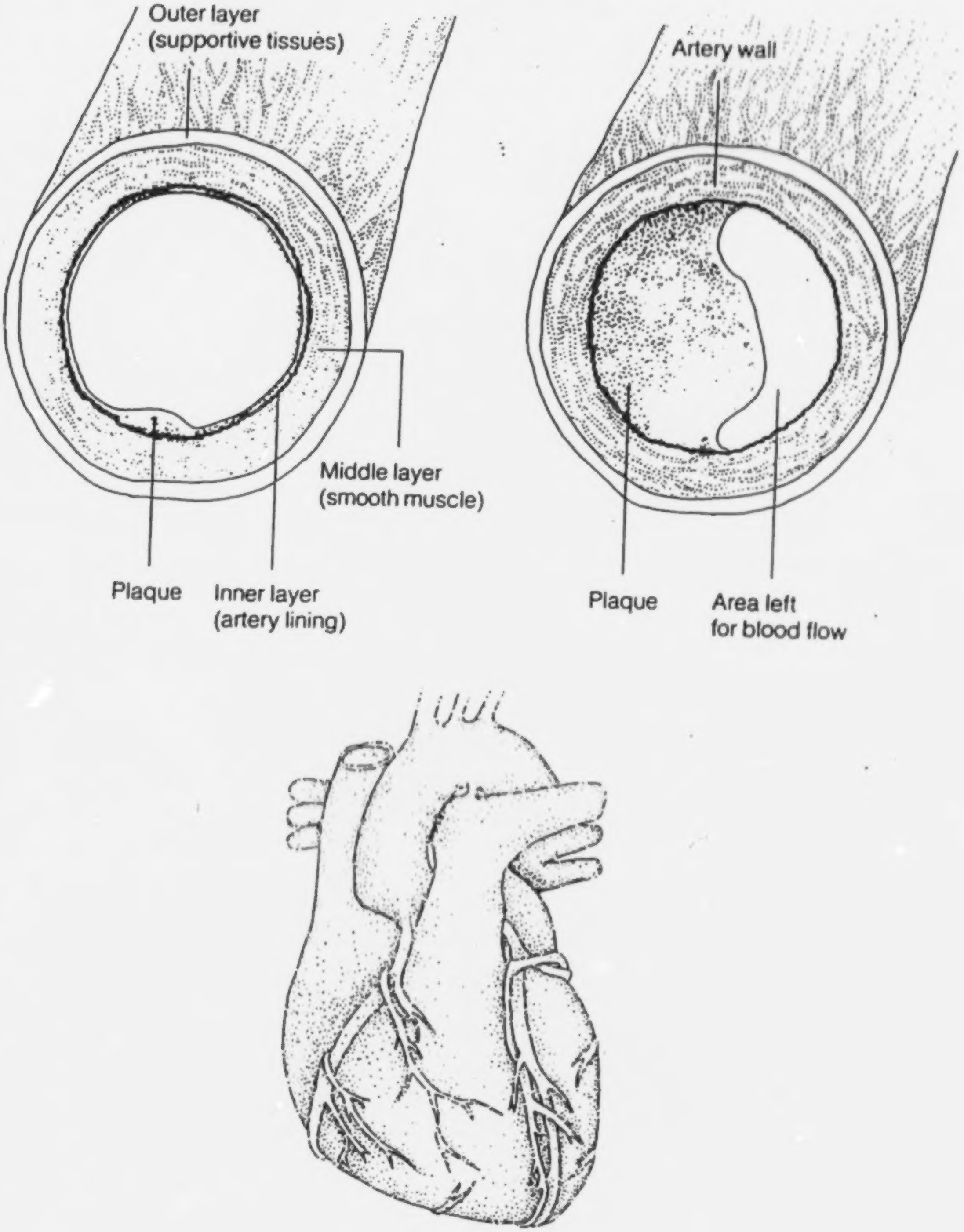
The dietary fibers

Soluble Fibers	**Insoluble Fibers**
Gums	Cellulose
Mucilages	Lignin
Pectin	Some hemicelluloses
Some hemicelluloses	
Algal polysaccharides	

Transparency 1-9

The dietary fibers

Soluble Fibers	**Insoluble Fibers**
Gums	Cellulose
Mucilages	Lignin
Pectin	Some hemicelluloses
Some hemicelluloses	
Algal polysaccharides	


Outer layer
(supportive tissues)
Middle layer
(smooth muscle)
Plaque
Inner layer
(artery lining)
Artery wall
Plaque
Area left
for blood flow

Plaque Formation

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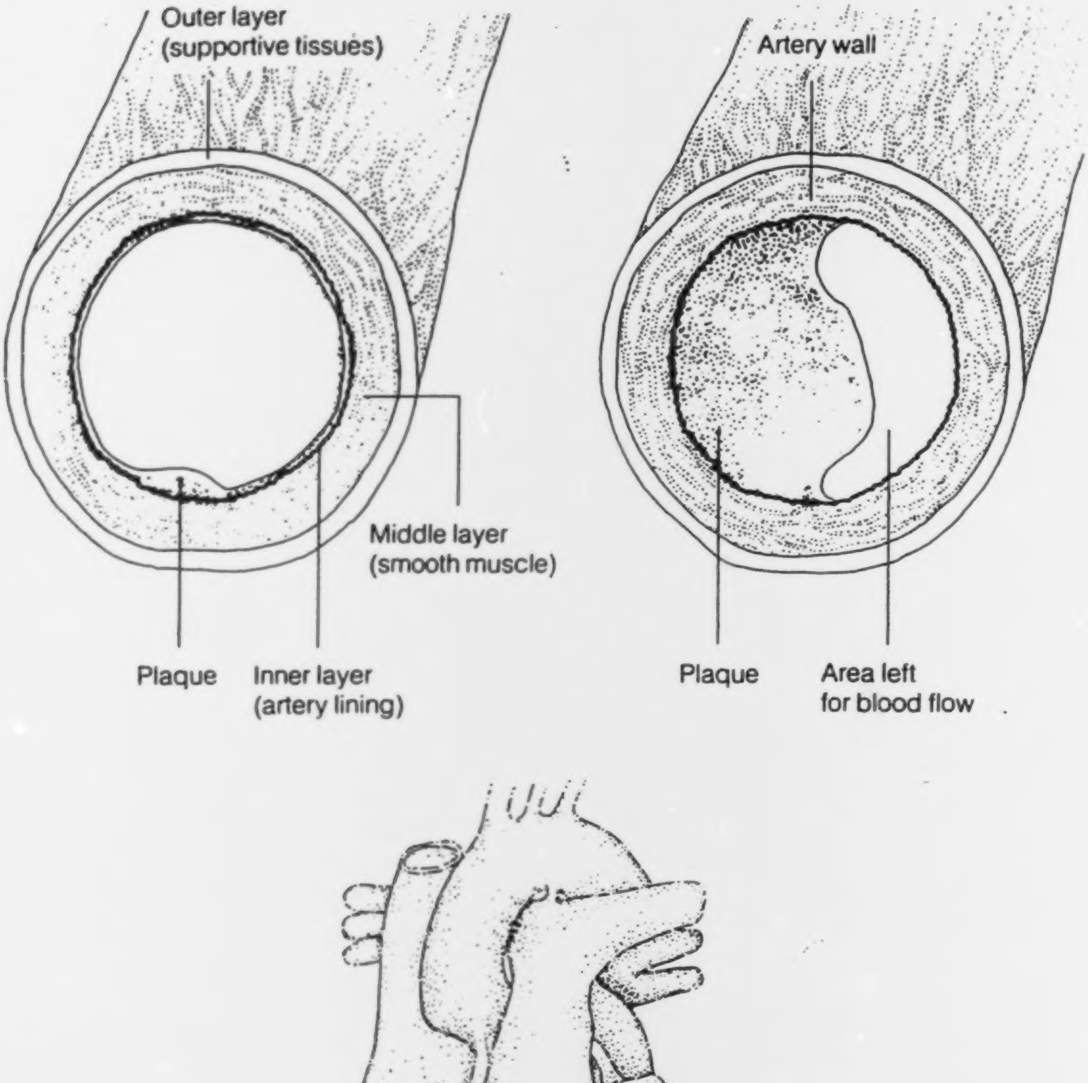
Transparency 4-1


Outer layer
(supportive tissues)
Artery wall
Middle layer
(smooth muscle)
Plaque
Inner layer
(artery lining)
Plaque
Area left
for blood flow

Plaque Formation

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Transparency 4-1

Transparency 5-1

	Sodium (mg)
Milk and Milk Products	
1 c milk	100
1 c buttermilk	250
1/2 c instant pudding	450
1/2 c home-cooked pudding	200
1 oz natural cheese	250
1 oz process cheese	400
1 c cottage cheese	700
Meats and Legumes	
1 egg	50
3 oz meat, fish or poultry (cooked without added salt)	50
3 oz cured ham	800
3 oz commercial sausage or lunchmeat	1100
3 oz canned tuna, salmon or sardines	500
3/4 c dry cooked legumes	-0-
3/4 c canned beans	550
3/4 c canned peas	450
3/4 c fresh peas	-0-
Fruits and Vegetables	
1 portion fresh or canned fruit	-0-
1/2 c fresh vegetable, cooked without salt	-0-
1/2 c canned vegetable, drained	300
1 c fresh greens, cooked	100
1/2 c sauerkraut	550
1 large pickle	1450
1/2 c raw celery or carrots cooked without salt	50

	Sodium (mg)
Grains	
1 slice bread	150
1 slice low-sodium bread	-0-
1 portion quick bread (70 cal)	400
1 piece chocolate cake	350
1 c hot cereal or rice, cooked without salt	-0-
1 c spaghetti, macaroni, or noodles cooked without salt	-0-
1 oz cornflakes or other processed cereal	250
1 oz puffed wheat or rice, plain	-0-
Other	
1 c drinking water	0-75
1 small portion salty snack	200
2 strips broiled bacon	250
1 portion nuts without added salt	-0-
1 tsp unsalted butter or margarine	-0-
1 tsp regular butter or margarine	50
1 frozen chicken TV dinner	1150
1 pot pie	800
1 toaster pastry	300
1 fried chicken dinner (fast food)	2250
1 large fast-food hamburger	1500
2 tbsp peanut butter	50
1 tsp salt	1950
1 tbsp soy sauce	1000

Average Amounts of Sodium in Groups of Foods

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